THE EFFECTIVENESS OF SMALL GROUP DISCUSSION TOWARD SPEAKING SKILL AND SPEAKING ANXIETY OF ENGLISH STUDENTS AT IAIN PALANGKA RAYA

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H

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Presented to
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In partial fulfillment of the requirements
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MOTTO AND DEDICATION

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وَيَسِّرْ لِي أَمْرِي

</div>

"And Ease My Task for me"

(Q.S.Thaha: 26)

This Thesis is dedicated to:

My beloved father *Miftachul Huda* and Mother *Emi*, thanks for everything. My beloved friends, *Dyah Sri Wulandari*, *Siti Hadijah*, *Yoyi Sanusita Susanti*, *Eni Andri Ani*, *Bona Lestari*, *Siti Fatimah*, *Rusmaya Nurlinda*, *Sri Tumika*, thanks for support and help. I will never forget it.

DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If atlater time is is found that this thesis is a product of plagiarism, I am wrilling to accept any legal consequenses that may be imposed to me.

Palangka Raya, October 2017

Yours Faithfully

EKA SAPUTRI
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ABSTRACT

Saputri, Eka. 2017. *The Effectiveness of Small Group Discussion toward Speaking Skill and Speaking Anxiety of English Students at IAIN Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key words: small group discussion, speaking skill, speaking anxiety

The purpose of this study were (a) to measure the effect of using small group discussion on students' speaking skill; (b) to measure the effect of using small group discussion on students speaking anxiety; (c) to measure the effect of using small group discussion on students speaking skill and speaking anxiety.

The researcher used quantitative approach with quasi-experimental design. The population of the study were the third semester students of English Education Study program at IAIN Palangka Raya. The researcher used clustering sampling and took two classes; they were speaking class A as control class and speaking class B as experimental class. Before doing the treatment, the students in experimental class were given the pretest. Then, the students taught by using small group discussion technique. At the end of the treatment, the students were given a posttest. To examine the hypothesis, One-Way ANOVA was used to analyze the data.

The result of data analysis was in multivariate test, F_{value} was 5.085 and F_{table} was 3.22, F_{value} was higher than F_{table} (5.085>3.22), and with significant level was lower than alpha (α) (0.004 < 0.05). It can be concluded that there was significant effect among scores of pretest, posttest, and anxiety. Then using the effect sizes by Cohen (1988), small group discussion has small effect sizes (0.271). Next, the researcher applied Post Hoc Test to answer the research problem, and the result showed that (a) speaking skill of experimental class showed the significant value (0.00 < 0.05), it means that there was significant effect of small group discussion toward students' spaking skill; (b) speaking anxiety of experimental class showed the significant value (0.00 < 0.05), it means that there was significant effect of small group discussion toward students' spaking anxiety; (c) there was no different effect between speaking skill and speaking anxiety, the use of small group discussion were effective on students' speaking skill and speaking anxiety. It was based on calculation showed that the significant value was higher than alpha (0.810 > 0.05).

ABSTRAK (Indonesian)

Nurhalifah. 2017. *Keefektipan dari Diskusi Kelompok Kecil terhadap Keterampilan Berbicara dan Kecemasan Berbicara dari Mahasiswa Bahasa Ingggris di IAIN Palangka Raya.* Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci:diskusi kelompok kecil, keterampilan berbicara, kecemasan berbicara

Tujuan dari penelittian ini adalah (a) untuk megukur efek dari penggunaan diskusi kelompok kecil pada keterampilan berbicara mahasiswa; (b) untuk megukur efek dari penggunaan diskusi kelompok kecil pada kecemasan berbicara mahasiswa; (c) untuk megukur efek dari penggunaan diskusi kelompok kecil pada keterampilan berbicara dan kecemasan berbicara mahasiswa.

Peneliti menggunakan pendekatan kuantitatif dengan desain eksperimen semu. Populasi dari penelitian adalah mahasiswa semester tiga dari program studi Bahasa Inggris di IAIN Palangka Raya. Peneliti menggunakan clustering sampling dan mengambil dua kelas; yaitu speaking kelas A sebagai kelas kontrol dan kelas speaking B sebagai kelas eksperimen. Sebelum melakukan percobaan, mahasiswa dikelas eksperimen diberikan pretest. Kemudian, diajarkan menggunakan tekhnik diskusi kelompok kecil. Diakhir percobaan, mahasiswa diberikan posttest. Untuk menguji hipotesis, ANOVA satu arah digunakan untuk menganalisis data.

Hasil dari analisis di multivariat test, F_{nilai} adalah 5.085 dan F_{tabel} adalah 3.22, F_{nilai} lebih tinggi dari F_{tabel} (5.085>3.22), dan dengan level signifikan lebih rendah dari alpha (α) (0.004 < 0.05). itu dapat disimpulkan bahwa ada signifikan efek antara nilai pretest, posttest dan kecemasan. Kemudian menggunakan tolak ukur dari Cohen (1988), itu menampilkan bahwa diskusi kelompok kecil memiliki ukuran pengaruh kecil (0.271). Selanjutnya, peneliti menerapkan Post Hoc untuk menjawab rumusan masalah, dan hasilnya menampilkan bahwa (a) keterampilan berbicara dari kelas eksperimen menunjukkan nilai signifikan (0.00<0.05), itu artinya ada pengaruh signifikan dari diskusi kelompok kecil terhadap keterampilan berbicara mahasiswa; (b) kecemesan berbicara dari kelas eksperimen menunjukkan nilai signifikan (0.00<0.05), itu artinya ada pengaruh signifikan dari diskusi kelompok kecil terhadap kecemasan berbicara; (c) tidak ada perbedaan pengaruh antara keterampilan berbicara dan kecemasan berbicara, penggunaan diskusi kelompok kecil efektif pada keterampilan berbicara dan

kecemasan berbicara. Itu berdasarkan pada perhitungan menampilkan nilai signifikan lebih tinggi dari alpha (0.810 > 0.05).

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10. Her beloved parents, Miftachul Huda and Emi, thanks for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. Amin.

Palangka Raya,   October 2017
The writer,

Eka Saputri
NIM 1301120862

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LIST OF ABBREVIATIONS

Etc   : Et Cetera

IAIN   : Institut Agama Islam Negeri

SGD   : Small Group Discussion

CLT   : Communicative Language Teaching

Ha   : Alternative Hypothesis

Ho   : Null Hypothesis

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, research problem, objective of the study, hypotheses, limitation of the study, assumption, significance of the study, and definition of key terms.

A. Background of The Study

English as an international language that has been learned by every country in the world and also Indonesia. English is a foreign language of Indonesia. So, many approaches and methods are used to learn it. But, the problem of teaching English still exists in many classes in Indonesia. It can be task of the English teacher subject in the class to make students feel happy when they learn about English.

In learning English, students should acquire the four skills that are listening, speaking, reading, and writing. One of the four skills that plays an important role in English is spoken. The result evaluate of students success in learning English course often measured based on how they can improve in their verbal skill.

According to Brown (2001: p.9) that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In addition, Harmer (2001: p.15) points out that speaking include two categories; accuracy and fluency.

That mean is developing speaking skill involves the correct of vocabulary, grammar, pronunciation and speak spontanly. To teach the speaking skill is not easy, a teacher need to have a clear understanding the processes of involve in speech, such as motivation, interest, etc.

Since such problems in speaking activity are inhibition, nothing to say, low or uneven participation and mother tongue use (Ur, 1996: p.121). In Indonesia building language habits is very difficult because so many mother tongue, that also make the students feeling afraid of making errors in their speech, uncomfortable in pronouncing the words or sentences, and lack of vocabulary.

In the context of speaking English, The goal of speaking activity is to encourage students to share their own experiences by using the English or being able to speak to friends and even speak with foreigners, but most of them often feel anxiety when faced that. For learners, speaking is a highly anxiety-provoking situation (Horwitz, Horwitz & Cope, 1986). Saville-troike (2006: p.90) stated that the students might experience the difficulties related to their psychological traits, such as lack of confidence, fear, and anxiety. Such difficulties also become a great obstacle for students to practice their speaking skill.

Consequently, many reasons to take into consideration might be the lack of confidence in terms of anxiety about making errors (Boonkit, 2010). It can be stressful when they speak foreign language. Students with anxiety are likely to avoid such activities in which require them to speak in foreign language because of fear of making mistakes and over the risks when speaking in foreign language.

Therefore, it is important to find out the strategies used by the students in dealing with their anxiety in speaking in foreign language.

According to Celce (2001: p.106) major activities that can be implemented to promote speaking are discussion, speeches, role-plays, conversation, audiotape oral dialogue journals, and other accuracy-based activities.

Discussion is one of the methods which can be used to teach speaking. According to Harmer (1998: p.88-93) in the discussion activity, the learners have opportunities to express their ideas and opinions and to interact in meaningful realistic context. The learners can also generate their own discourse. It is useful for the students to express their ideas without feel embarrassing. In these activities, students must work together to develop a plan, resolve a problem or complete the task.

Ur (1996: p.121) described that in a small group discussion, the students would be able to learn from each other. They might also correct each others mistakes, help out with a needed word and teach each other some non-linguistic material through the content of the discussion.

The researcher also thinks that small group discussion can facilitate the task of students, where they can help each other who do not understand the lesson. For the quiet student with a group someone can feel more confident than individual. In addition, group discussion also can know students' understanding in the material both in written and spoken to express opinion.

Orlich et.al (1985, cited in Antoni, 2014: p.56) said that: "Small group discussion could improve the student's speaking skill. There are 3 reasons why we

can use small group-discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning."

Based on theory above, there are some reasons why the researcher chooses small group discussion in speaking skill. First, small group discussion is one of the technique in teaching English that can improve skill of speaking and every shy or passive student takes part in communicative activities. Second, small group discussion is interaction technique which the students can feel enjoy if teaching English with it. Third, small group discussion not only solve the problem with discussion on the table but also practically responsible their argument in front of all friends in class. Giving students more chance to be involved in the class speaking.

English Study Program is very concerned in teaching learning English competence especially in speaking. Speaking is an important skill among other which has to be practiced by the students. As like other case, some of students still feel nervous when speaking in front of class. Therefore, the researcher interests in researching the influence of anxiety to speaking ability then made a research in the fourth semester of IAIN Palangka Raya, that use small group discussion as a technique of teaching speaking skill.

The researcher conducted a experimental research entitle: "The Effectiveness of Small Group Discussion toward Speaking Skill and Speaking Anxiety of English Students IAIN Palangka Raya"

B. Research Problems

Related on the background of this study, the problems to be examined in the present study formulated as follows:

1. Is there any significant effect of small group discussion toward speaking skill of the third semester students at IAIN Palangka Raya?"

2. Is there any significant effect of small group discussion toward speaking anxiety of the third semester students at IAIN Palangka Raya?

3. Is there any significant effect of small group discussion toward speaking skill and speaking anxiety of the third semester students at IAIN Palangka Raya?"

C. Objective of The Study

From the research problem above, the objective of this study are:

1. To measure the effect of small group discussion toward speaking skill of the third semester students at IAIN Palangka Raya.

2. To measure the effect of small group discussion toward speaking anxiety of the third semester students at IAIN Palangka Raya.

3. To measure the effect of small group discussion toward speaking skill and speaking anxiety of the third semester students at IAIN Palangka Raya.

D. Assumption

      The researcher assumes that small group discussion can be an effective technique on speaking skill and speaking anxiety. Small group discussion could increase students' speaking skill and decrease students' anxiety.

E. Hypothesis of The Study

Reserach hyphoteses

The following hyphoteses are therefore formulated:

1. Ha   : There is significant effect of small group discussion toward speaking skill of the third semester students at IAIN Palangka Raya.

   Ho   : There is no significant effect of small group discussion toward speaking skill of the third semester students at IAIN Palangka Raya.

2. Ha   : There is significant effect of small group discussion toward speaking anxiety of the third semester students at IAIN Palangka Raya

   Ho   : There is no significant effect of small group discussion toward speaking anxiety of the third semester students at IAIN Palangka Raya

3. Ha   : There is significant effect of small group discussion toward speaking skill and speaking anxiety of the third semester students at IAIN Palangka Raya.

   Ho   : There is no significant effect of small group discussion toward speaking skill and speaking anxiety of the third semester students at IAIN Palangka Raya.

F. Scope and Limitation

This research belongs to quasi-experimental design which used the quantitative method. It focused on the effect of using small group discussion on students' speaking skill and speaking anxiety at IAIN Palangka Raya. The researcher used test and questionnaire to find out the students the score of speaking and anxiety. In this research, the researcher took the third semester students of English study program as the sample of the research and it consists of two classes and the numbers of the students were 45 students. The limitation of the research was the topic based on lecturer. The researcher divided small group discussion into two topics (experience and describing cities), and consist 2-4 people in one group.

G. Significance of The Study

The results of the study are expected to give some significance theoretically and practically:

Theoretically

The results of the study can give theoretical information, or references to existing theories related to teaching speaking skill, speaking anxiety especially through the use of the SGD as a strategy.

Practically

1. Students

   The result of this study hopefully can give the alternative way for education especially for the students. It can help students in learning speaking.

2. Teacher

   This research hopefully can give significant effect for field of education, in the form of giving information about small group discussion to the teachers. Then the teacher will apply it.

3. Further Researchers

   It is also as a reference for further research, especially a research about speaking skill, speaking anxiety and small group discussion.

H. Definition of Key Terms

1. The effectiveness

   The degree to which objectives are achieved and the extent to which targeted problems are solved.

2. Small Group Discussion

   Small group discussion is a process of discussing things in a state of small number of people joining together in the discussion.

3. Speaking Skill

   Speaking is interactions among students in classroom during the teaching learning process of certain topic in English class. The students will interact of assigned topic in learning speaking with their friend.

4. Anxiety

   Anxiety is a natural human reaction toward something and it a subjective feeling of tension, apprehension, nervousness, and worry.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about the previous of study, the theories and conceptual framework underlying the study. These theories are presented in three heading: speaking, anxiety and small group discussion.

A. Related Studies

The same research concerned about speaking, anxiety and small group discussion had been conducted by the previous researchers:

The first of all, the research was conducted by Antoni (2014) entitled: "Teaching Speaking Skill Through Small Group Discussion Technique at the Accounting Study Program". This study is about the tried to answer the question how small group discussion technique could improve the students speaking skill and what factors influenced it. This research used classroom action research as the method in conducting the data. In the cycle 1, it was found that the students speaking skill progress in two aspects such as vocabulary and grammar. After doing cycle 2, it was found that the students' pronunciation, fluency, and comprehension got progress. The rule of friends found in small group discussion technique became the main factor that influences students' speaking skill.

In the similar context, another researcher did a research to know about discussion in speaking. This research was conducted by Argawati (2014) entitled: "Improving Students' Speaking Skill Using Small Group Discussion (Experimental study on the First Grade Students of Senior High School)". The researcher want to know that group discussion ca improve the students' speaking

skill and describe how group discussion improve students' speaking skill. Classroom action research was the method in conducting the data. The result shows that there are some improvements on the students' speaking skill quantitatively and qualitatively.

Next, the researcher take from the research was conduct by Firman (2016) entitled "Small Group Discussion as a Learning Interaction Device to Activate the Students to Speak English". This research aimed at finding out whether or not small group discussion is effective to activate the students to speak English. The method of employed in this research was experimental research. The result of this research showed that thestudents' speaking frequency in large group discussion was lower than the students speaking frequency in small group discussion. thus, it can be conclude that the use small group discussion is effective in activating the students to speak English.

The last, the research was conducted by Ansari (2015) entitled "Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study". This Qualitative research techniques were employed in the case study. Furthermore, the aims to contribute to the literature on language anxiety and to provide teachers with practical strategies for reducing foreign language speaking anxiety stemming from students' fear of negative evaluation from their peers and perception of low ability.

To confirm the result of the discussion in speaking, anxiety, and small group discussion, the researcher tried to do another research related to them. The researcher did another research to use small group discussion in teaching speaking

and anxiety. This research was quasi-experimental research. The researcher conducted the research with student 3rd semester of IAIN Palangka Raya. So, the difference between other research and this research was in method using small group discussion in teaching speaking and anxiety, variable, research methodology, setting and participants.

B. Speaking Skill

1. Definition of Speaking

Speaking is being capable of speech, expressing or exchanging thoughts through using language. Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003: p.48).

According to Brown (2004: p.140) states "speaking as a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takes's listening skill, which necessarilly compromises the reliability and vailidy of an oral production test".

Based on the explanation above, it can be concluded that speaking is oral communication and it is the second language skill. Leaming to speak that the learner must be able to use target language with knowing the grammatical and sounds. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

2. Types of Speaking Skill

Brown (2004: p.141-142), says that there are five basic types of speaking. They are:

a. Imitative

This type of speaking performances is the ability to imitate a word or phrase or possibly a sentence. (e.g., "Excuse me." Or "Can you help me?") for clarity and accuracy.

b. Intensive

It is a type of speaking where the speaker has lack of ability in interaction with interlocutor but the speaker knows well the linguistic of a language.

c. Responsive

This type includes interaction and test comprehension but at the limited level of very short conversation, standard greeting and small talk, simple request and comments.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive (monologue)

Entensive oral production tasks include speeches, oral presentation, and story telling, during which the oppotunity for oral interaction from listener is either highly limited or ruled out together.

3. Problems in Speaking

Ur (1996: p.121) suggests how these problems faced by learner in learning a foreign language as follow:

a. Inhibition

Learners are often inhibited about trying say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Learners couldn't think of anything to say when their teacher asked them some question about something. As defined by Ur "it is because of the guilty that they should be speaking".

c. Students don't want to talk

Only one participant can talk a time if he or she is to be heard, and in a large group, this means that each one will have any very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.

d. Mother tongue use

As a consequent of the environment, they tend to use their own mother tongue because they feel easy to do so.

In other references there some aspects that makes speaking difficult. While the problems have been explained above are the problems of the learners in speaking activity, here are some problem that comes from the language target itself.

4. Teaching Speaking Skill

Harmer (2007: p.123) states there are three main resaons for teching speaking skill. Firstly, speeaking activities provide reheseal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try ito uuse any all of the languages they know provide feedback for both teacher and students. Finally, the ore students have opportunities to active the various elements of language; they have stored in their brains, the more automatic their use of these elements become. As a result, students graduallly become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

According to Brown (1994: p.268-269) states there are seven principles for designing speaking technique:

a. Use technique that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction.

b. Provide instrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capatalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

From above explanation, it can see that all of principles for designing speaking techniques we are very necessary for us. The need is passing the examinations to move to the next level and graduate from the school,, and the

general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation.

5. The assessment of Speaking

a. Observation checklist

Kay Burke (1994) describes an observation checklist as "a Checklists strategy to monitor specific skills, behaviors, or dispositions of individual students or all the students in the class." She suggests that teachers use observation checklists for "formative assessments by focusing on specific behaviors, thinking, social skills, writing skills, speaking skills..."

Checklists only indicate if a student can accomplish the listed objectives. Nothing is included about the quality of performance. In foreign languages, checklists, most often, state the language and cultural skills to be attained.

C. Anxiety

1. Definition

There are several definitions of anxiety which found by the researcher. According to Horwitz, et al (1986: p.125) "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Carlson and Buskist (1997: p.570) anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, anxiety arises as a response to a particular situation. Passer and

Smith (2009: p.546) define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Ormrod (2011: p.401) anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

From the explanation above, it can be summarized that anxiety is apprehension feeling that arises when someone face anawful situation. Anxious person will focus on thinking the negative results are going to happen rather than the positive result. Moreover, Anxiety has negative effect in the learning process; their learning ability will be distracted, because they cannot fully focus on the task. Therefore, anxiety plays an important role in the learning process.

2. **Foreign Language Anxiety**

Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown (1991: p.80), foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language. In addition, according to Gardner and MacIntyre, as cited in Oxford (1999: p.60), "It is fear or apprehension occurring when a learner is expected to perform in the target language." Furthermore, Horwitz, and Cope (1986: p.127), proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. Watson and Friend, as cited in

Horwitz (1986: p.128), defined fear of negative evaluation as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively". In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, Horwitz, and Cope (1986: p.128) also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, "foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

3. Communication Apprehension

Communication apprehension by definition is "the fear or anxiety associated with real or anticipated communication with others" according to McCroskey (1977, p. 78). Also, McCroskey, Daly and Sorensen (1976, p. 376) define it as "a broad-based fear or anxiety related to the act of communication held by a large number of individuals". Communication apprehension is a kind of disorder which affects majority of individuals (Butler, 2004). The levels of anxiety or fear people experience in form of CA differs. It is associated with anticipated or real communication with other individuals. Studies have shown that

communication apprehension influences communicative behaviors in terms of communication avoidance (Ahadzadeh, Sharif, Wei & Emami, 2015). People who are highly communication apprehensive are those whose apprehension about taking part in discussions surpasses the anticipated benefits they feel they would derive in certain circumstances (McCroskey, 1970;Hassall, et al., 2013). Such persons usually, have negative perception of the resultant consequences of communication, and as such prefer to avoid communication than getting involved, if they could do so, or undergo pain multiple type of anxieties if they must communicate as a matter of compulsion.

High level of CA could make individuals develop avoidance attitude, and this was explained with students who would rather usually wish to sit at the back of the classroom than sitting in front during classroom lectures, preferring modules that would prevent them from classroom participation and interaction, and avoiding to seek tutors assistance.

However, manifestations of communication anxiety (CA) are difficulty in speaking:

a. In pairs or groups (oral communication anxiety)

b. In a class or in public (stage fright)

c. In listening to a spoken message (receiver anxiety). (Horwitz, p.127)

The causes of CA may be stimulated by situational settings (for example, public speaking) and the individula's personality traits (shyness, quietness, and

reticence). Communication apprehension also plays an important role in English foreign language (EFL) learning because it can be positive or negative according to the level of apprehension felt by the learner.

4. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz, 1986: p.127). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as wel. Fear of negative evaluation is arising from a learner's need to make a positive social impression on other.

5. Foreign Language Speaking Anxiety in Classroom

Speaking in foreign language in Classroom is usually difficult for the anxious students even when they were asked to answer a task or give a speech that they have prepared (Cheng: 2009). Philip (1992) states based on studies about FLA, it was reported that students generally having their highest level of anxiety in speaking in foreign language. High levels of anxious student usually avoid the foreign language class especially speaking class.

    a. Factors affecting foreign language speaking anxiety in classroom

        Young (1991, cited in Vognild, 2013) classified six possible cause of language anxiety in classroom: 1) personal and interpersonal anxieties,

2) learner beliefs about language learning, 3) instructor beliefs about language learning, 4) instructor-learner interaction, 5) classroom procedures, and 6) language testing. Personal anxieties could happen because some factors, one of them is negative self perception and low self esteem toward themselves. Meanwhile self-esteem is a concept of how one person treats him/herself, their attitude toward him/herself based on how she/he judge him/herself based on him/herself perceptions toward hin/herself (Sigelman, cited in Bailey, 2003).

b. Signs of anxiety: Psycho-physiological symptoms

Psycho-physiological is deeply associated with feelings and emotions of human beings (Yoon, 2012). It is a feeling of fear, uneasiness, worry, dread, sweat, and have palpations that are experienced by the anxious students.

6. **Foreign Language Classroom Anxiety Scale (FLCAS)**

Foreign language classroom anxiety scale (FLCAS) was developed by Horwitz et al. in 1986. FLCAS is a standard instrument for the purpose of testing individuals' response to the specific stimulus of language learning." (Dalkilic, 2001)

FLCAS is an instrument that consists of 33 items with scale 1-5 from strongly agree into strongly disagree. Those 33 items measure three dimension of language learning anxiety; (1) fear or negative evaluation, (2) communication apprehension, and (3) test anxiety. It also measure the anxiety based on four major skills in language learning: speaking, writing, reading, and listening. The

participants' answer then calculated and being divided into five levels of anxiety:
(1) very anxious, (2) anxious, (3) mildly anxious, (4) relaxed, (5) very relaxed.

Table 2.1 The Criteria of Anxiety and Number of Questionnaire

CRITERIA	NUMBERS OF QUESTIONNAIRE
Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33
Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28

Table 2.2 Questionnaire FLCAS from Horwitz

SA*	A	N	D	SD

1. I never feel quite sure of myself when I am speaking in my foreign language class.

2. I don't worry about making mistakes in language class.

3. I tremble when I know don't understand what the teacher is saying in the foreign language.

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

5. It wouldn't bother me at all to take more foreign lan- guage classes.

6. During language class, I find myself thinking about things that have nothing to do with the course.

7. I keep thinking that the other students are better at languages than I am.

8. I am usually at ease during tests in my language class.

9. I start to panic when I have to speak without prepara- tion in language class.

10. I worry about the consequences of failing my foreign language class.

11. I don't understand why some people get so upset over foreign language classes.

12. In language class, I can get so nervous I forget things I know.

13. It embarrasses me to volunteer answers in my language class.

14. I would not be nervous speaking the foreign language with native speakers.

15. I get upset when I don't understand what the teacher is correcting.

16. Even if I am well prepared for language class, I feel anxious about it.

17. I often feel like not going to my language class.

18. I feel confident when I speak in foreign language class.

19. I am afraid that my language teacher is ready to correct every mistake I make.

20. I can feel my heart pounding when I'm going to be called on in language class.

21. The more I study for a language test, the more con- fused I get.

22. I don't feel pressure to prepare very well for language class.

23. I always feel that the other students speak the foreign language better than I do.

24. I feel very self-conscious about speaking the foreign language in

front of other students.

25. Language class moves so quickly I worry about getting left behind.

26. I feel more tense and nervous in my language class than in my other classes.

27. I get nervous and confused when I am speaking in my language class.

28. When I'm on my way to language class, I feel very sure and relaxed.

29. I get nervous when I don't understand every word the language teacher says.

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

31. I am afraid that the other students will laugh at me when I speak the foreign language.

32. I would probably feel comfortable around native speakers of the foreign language.

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

*SA= strongly agree; A= agree; N= neither agree nor disagree; D= disagree; SD= strongly disagree.

D. Communicative Language Teaching

1. Definition of communicative language teaching

Freeman (2000: p.121) proposes a communicative language teaching aims broadly to apply the theoretical perspective of communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

A major strand of CLT centres around the essential belief that if students are involved in meaning-focused communicative tasks, then, language learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for student's development of knowledge and skill.

Based on the definition above the researcher states that CLT is one of methods which design to help the English learners to use the target language for daily communication that can improve the student's knowledge and skill especially in speaking skill.

2. Characteristics of CLT

According to Richards and Rodgers (2001: p.155), analysis of theoretical base of communicative language teaching offer the following four characteristics of a communicative view of language:

a. Language is a system for the expression of meaning

b. The primary function of language is for interaction and communication

c. The structure of language reflects its functional and communicative uses

d. The primary unit of language is not merely its grammatical and structural

e. features, but categories of functional and communicative meaning as exemplified in discourse.

Based on the three opinions above the researcher makes one of the basis assumption of characteristic of CLT is everything that is done is often carried out learners in true communication situation.

Brown list the characteristics of CLT as follows:

a. Communicative competence is the desired goal.

b. Meaning is paramount.

c. Dialog, if used, center around communicative functions and are not normally memorized.

d. Contextualization is a basic premise.

e. Language learning is learning to communicate.

f. Effective communication is sought.

g. Drilling may occur, but peripherally.

h. Comprehension pronunciation is sought.

i. Attempts to communicate may be encouraged from the very beginning.

j. Translation may be used where the students need or benefit from it.

k. Linguistic variation is a central concept in materials and methods.

l. Language is created by the individual often through trial and error.

m. Fluency and acceptable language is the primary goal: accuracy is judge not in the abstract but in context.

n. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.

o. Teachers help students in any way that motivates them to work with the language.

p. The teacher cannot know exactly what language the student will use.

E. Small Group Discussion

1. Definition of Small Group Discussion

Small group discussion or working in a small group is arrangement of students into small groups to participate in a range of activities to develop thinking or to complete practical task. Thombury (2006: p.102) say that discussion is an excellent way to give students opportunities to speak, especially if the classis a large one.

Kindsvatter (1996: p.242) states that "a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach".

Refer to Bany and Johnson in their book, a group may be said to exist when two or more persons have as one quality of their relationship some interdependence and posses some recognizable unity.Group discussion refers to one or more meetings of all small groups of people who thereby communicate, face-to-face, in order to fulfill a common purpose and achieve a group goal. The key concept in the definition of group discussion is communication. The practice

of group discussion requires, therefore, an understanding of communication theory and an ability to communicate.

From the explanation above, we can conclude that small group discussion is the method which consist of two or more persons in small group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach. So, this method is better used in learning process.

Students can share their knowledge or ideas with one another to solve the problems in small group. Small group can help students to communicate the ideas to each other meaningfully. Besides, small group can develop students' team working abilities. Students can increase their self esteem, social interaction, and even their motivation in learning English.

2. The activities for Small Group

Several types of activity are collaborative and easy using small group (Brown, 2000: p.183-186):

a. Games

A game could be any activity that formalizes a technique into units that can be scored in some way. Guessing games are common language classroom activities.

b. Role play and stimulation

This offers good follow up to allow a lesson in which the class practices a structure with a functional value. Role-play minimally involves giving a

role to one or more members of a group and assigning an objective or purpose that participants must be accomplish.

c. Drama

Drama is formalized form of role-play or simulations, with a story line and script. The students in small group may prepare their own short dramatization of some event, writing the script and rehearsing the scene as a group.

d. Interview

A popular activity for group work, interviews are useful at all levels of proficiency. The goal of interview could be limited to using requesting function, learning vocabulary for expressing personal data, producing question, etc.

3. The Application of Small Group Discussion

Dobson (1981: p.62-63) explains that discussion techniques for use in small group discussion are outlined as follows:

a. Divide the class into small group of two to five students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.

b. Allow the groups to discuss their respective topic for at least 10 minutes. When group member have finished their discussion, they should select a spokesman who will report on the group collective thoughts to entire class.

c. Call on the spokesman of one the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the groups.

Follow the some procedures with the remaining groups until all groups have given their presentation. Finally, the researcher uses the small group discussion to improve speaking skill for the students fourth semester of English study program at IAIN Palangka Raya in the academic year 2016/2017.

4. **The Goals of Using Small Group Discussion**

The main goal from using small group discussion is to produce students' higher achievement in learning especially in speaking. Besides, small group can increase students' social discussion with the other group members.

Table 2.3 Goals of Small Group Discussion

No	Problem according Ur	Strenght SGD based on theory: Orlich et.al (1985)	Result of previous study
1	Inhibition	discussion is used to increase teacher-student interaction and student-student verbal interaction in	Antoni (2014): Small group discussion better improved the stduents' speaking skill. The rule of friends found in small

		the classroom.	group discussion technique became the main factor that influences students' speaking skill.
2	Nothing to Say	Discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes.	Argawati (2014): it is true that group discussion provides the students more opportunities to speak.
3	Students don't want to talk	It is used to help students adopt more responsible and independent mode of learning.	Firman (2016) : The result of this research showed that thestudents' speaking frequency in large group discussion was lower than the students speaking frequency in small group discussion
4	Mother tongue use		

In small group discussion also the students are expected as the members of the group have to work together, respect the opinion and differences, motivate

each other, and every member has the same responsibility on doing the task. Learn in small group can encourage the students' creativity and problem solving, and also increase students' self esteem because students can practice to perform in front of some friends.

5. Advantages and disadvantages of small group discussion

Involving collaboration and self-initiated in group work that assign two or more students to do a task, that is why it should consider the importance of the interaction in the language classroom, this issues has formed several advantages of group discussion in English language classroom (Brown, 2000: p.178-179):

1. Group work generates interactive language

A large-number of students in class will reduce the opportunity of speaking. Moreover, traditionally, teacher takes the class' control by lecturing, explaining and drilling, it makes students likely to have less time of interacting and discussing by using the target language. Group work provides the students time to speak up more in the large-number of class.

2. Group work offers an embracing affective climate

Mostly, the students are comfortable discussing in group, they can express their idea. Though there will be argument among students but it will push them to speak more to preserve their opinions. It will also motivate passive students to speak up.

3. Group work promotes learner responsibility and autonomy

Some students need to be encouraged and being part of a group work will force them to at least contribute discussing in group. It will build students' responsibility of taking part in group.

4. Group work is a step toward individualizing instruction

Every student has different capability in English skill. Some of them may be prominent in reading, or listening, or speaking, or writing. That is the opportunity for the teacher to scan and combine the students with different skill altogether and adjust the assignment for each group.

According to Hoover (1964: p.250) as quoted by Hostoyo (2010: p.50-52) there are number of values to be gained through the use of small group discussion:

a. It tends to develop group cohesion and responsibility.

b. It encourages the timid person to participate.

c. It enables to develop greater creativity than would otherwise be possible.

d. It offers additional opportunities for leadership.

e. It may be used effectively to asset the class in planning and directing over-all learning activities.

Harmer (2001: p.117) states some of the weakness of this technique. First, it is likely to be noisy. Some teachers feel that any control and whole class feeling which has been painstakingly built up may dissipate when the class is split into smaller-entities. Second, some students enjoy it since they would prefer to be the focus of teacher's attention rather than working with their peers. Third, individual may fall into group roles that become fossilized, so that some are passive whereas

others may dominate. Last, group can take longer to organize and take time and chaotic.

In conclusion, students' grouping more benefit than the weaknesses. This implies that small group discussion can be effective for teaching in classes, which can motivate students communicatively.

CHAPTER III

RESEARCH METHOD

This chapter presents a discussion on the methodology employed in conducting this study. The description and account below involve: (1) Research Design, (2) Population and sample, (3) Research Instruments, (4) Data collecting, and (5) Data Analysis.

A. Research Design

This study uses quantitative approach. It is using quantitative approach because Quantitative is the data that from of number using statistic data. According to Ary, et.al (2010: 648) Quantitative research a ginnery employing operational definitions to generate numeric data to answer predator mined hypotheses or questions.

The type of this study is using quasi-experimental. Creswell (2008: 313) states that quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. Because this study comparing with two ways and the researcher want to measure the effectiveness of using small group discussion on speaking skill and speaking anxiety.

This study uses quasi-experimental designs are similar to randomized control designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. The researcher would be applied The Pre-and Posttest design. Creswell (2008: 301) explains that a pre-test provides a measure on some attributes or characteristics

that would be assessed for participants in an experiment before they receive a treatment. Meanwhile, a posttest is a measure on some attributes or characteristic that will be assessed for participants in an experiment after a treatment.

That design could be illustrated follows:

Table 3.1 Nonrandomized Control Group Design

Subjects	Pre-test	Treatment	Post-test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Where:

Y_1 = pretest

Y_2 = posttest

X = Treatment, that is using small group discussion.

B. Population and Sample

1. Population

A population is all the organisms that both belong to the same group or species and live in the same geographical area. According to Crowl (1996: p.8) Population groups consisting of all people to whom researcher wish to apply their findings.

In this research, the population of this research is the students third semester of English study program at IAIN Palangka Raya

Tabel 3.2 The Population of 3rd Semester Students at English Education

No	Characteristic of population	Number of population
1	Students of 3 – A	21 students
2	Students of 3 – B	24 students
3	Students of 3 – C	23 students
	Total	68 students

2. **Sample**

Ary, et., al (2010: p.163) states that sample is a portion of a population. There are three classes in the third semester, but the researcher just took two classes in conducting research.

The sample of this study was taken though clustering sampling, which sample was taken based on class or group without randomized. According to Ary (2010: p.154) clustering sampling is kind of probability sampling which the unit chosen not individual but, rather, a group of individuals who are naturally together. Two of the classes from students third semester were choose as the sample. From those two classes, one class was chosen as the experiment group and another class was chosen as the control group. Two classes were chosen to be an experiment and control based on their achievement.

3. **Variable**

Variable is any feature or aspect of an event function or process that, by its presence and nature, affects some other event or process which is being studied (singh, 2006: p.136).

There are two variables in this research. They are independent and dependent variable (Ary, 2010: p.266).

1. Independent variable (X)

   Independent variable is a variable which is selected and manipulated by the researcher (Ary, 2010: p.154). In this research, small group discussion is independent variable.

2. Dependent variables (Y)

   Dependent variable is the variable which is the effect of the changes is observed by the researcher, but it is not manipulated (Ary, 2010: p.154). The dependent variable in this research is speaking skill and speaking anxiety of English students.

C. Research Instrument

1. Research Instrument Development

a. Test

In this research, the students were given the pretest before the treatment. The students divided into some groups, each group consists of two until four students. The researcher designed the items for speaking test and used the interaction with group technique; the researcher also gave example on how to do the task. The students shared their opinion in their group and then presented their work result in class. After the treatment, the researcher gave the post test, and the results analyzed to describe in data analysis. Because the test in discussion was focused on process, so the researcher used checklist to their activity in group.

b. Questionnaires

Questionnaire is one of the research instruments which consist of a series of questions or statements to obtain the information from participants. In a questionnaire, the participants respond to the questions or statements by writing or marking an answer sheet (Fraenkel et al., 2011: p.125).

The purpose of the researcher used questionnaire was to know the level of anxiety of the students in speaking. This would also help the researcher to measure the students' speaking anxiety level. This study uses the adaption and translation of Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986).

FLCAS consist of 33 question with answer response options range 1-5 of each item. The 5-point Likert's scale is range from "Strongly agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SA).

2. Instrument Try Out

Before the questionnaire was used as an instrument, the researcher did a tryout first in the other class. Try out was used to measure the suitability of the questionnaire. Third semester of English study program has 3 classes and it belongs to population on this research, as a result the researcher conducted try out in the class C. the instrument was given on Thursday, 5th October, and it was done by 23 students.

3. Instrument Validity

a. Questionnaire

Validity means the extent to which an instrument measures what should be measured (Ary,et.al, 2010: p.316). The instrument is valid while the instrument which is used in the research can be used to measure what the researcher wants to measure (Ary, et.al, 2003: p.225). So, the validity and the instrument of the research are interrelated. In this research, the researcher used content validity. The standard of content validity is the degree to which the sample of items, tasks, or questions on a test are representative of some defined universe or domain of content.

The procedure to find out the validity of the instrument is by estimating the validity of the test items using Pearson's Product Moment Correlation formula.

$$rxy = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

rxy= correlation coefficient between variable X and Y

N = total number of students

X = score of each item for every student

Y = total score of every student

Then, the correlation coefficient of each item was verified through the criteria of validity. Besides that, the researcher can compare the *r* (correlation coefficient) obtained with the *r* table according to the number of students (N) who took the test.

Table 3.3 Criteria of Validity

$r_{xy} < 0.20$	The validity of item is very low
$0.20 \leq r_{xy} < 0.40$	The validity of item is low
$0.40 \leq r_{xy} < 0.60$	The validity of item is moderate
$0.60 \leq r_{xy} < 0.80$	The validity of item is high
$r_{xy} \geq 0.80$	The validity of item is very high

Table 3.4 Distribution of Instrument Try out in class C

No	Validity Index	Criteria and number	Total	percentage
1	> 0.413 Item was valid	Communication apprehension: 1, 14, 18, 24, 27, 29, 30, 32 Fear or Negative Evaluation: 2, 13, 19, 23, 31, 33 Test Anxiety: 8, 12, 16, 17, 20, 25, 26	21	64%
2	< 0.413 Item was not valid	Communication apprehension: 4, 9, 15 Fear or Negative Evaluation 7 Test Anxiety: 3, 5, 6, 10, 11, 21, 22, 28	12	36%

From table calculation above, it means from 33 items that were given, there were 21 numbers which are valid. And 12 numbers were not invalid (See Appendix).

b. Test

To guarantee the validity of speaking test, the researcher took some theme. It was about it was interpersonal dialogue where the students gave information to their other friends' about their past activities. Validity of speaking test dealt with the aspect the researcher wanted to measure. The researcher applied oral ability scale proposed by Heaton (1991) which scored the test by the pronunciation, grammar, vocabulary, fluency, and comprehensibility.

To make the score more acceptable and avoid subjectivity of the research, the researcher used inter-rater in scoring students' performances. Inter rater means that there was another person who gave score beside the researcher herself. In this research, the first rater was the ninth semester students whose name are Sri Tumika, Dyah Sri Wulandari and Rusmaya Nurlinda, and second rather was the researcher.

4. Instrument Reliability

According to Horwit and Cramer (2000: p.28) reliability is the extent to which the measure will give the same response under similar circumstances. In other word, reliability shows a measure of consistency in measuring the same phenomenon.

Brown (2004) says that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining of similar result when measurement is repeated on different occasion or with different instruments or by different person. Reliable testing which researcher use to assess this questionnaire is cronbach's alpha by using SPSS 16.0.

Reliability Statistics

Cronbach's Alpha	N of Items
.912	21

Table 3.5 Criteria of Reliability

α ≥ .90	Very high reliability
.90 > α ≥ .80	High reliability
.80 > α ≥ .70	Moderate reliability
.70 > α ≥ .60	Low reliability
.60> α ≥ .50	Very low reliability

The result of calculation by SPSS, the reliability score that the researcher got was $r = 0.912$, the questionnaire can be said as reliable if has a coefficient equal to or higher than 0.60. The calculation is that questionnaire reliable and include in category very high reliability.

D. Data Collection Procedure

In this study, the researcher uses some steps before collecting the data. The steps would be as follows:

1. The researcher determined the place to study her research.

2. The researcher asked permission from the head English study program and the third semester English lecturer of IAIN Palangka Raya.

3. The researcher found out the data of the students third semester at IAIN Palangka Raya.

4. The researcher gave the students a pre-test of speaking test. This test conducts to observe the students' pronunciation, grammar, vocabulary, fluency, and comprehension.

5. Then, the researcher conducted the treatment to the students.

6. After completing the meeting, the researcher conducted post-test to the students. This test conducts to see the result of applying of small group discussion technique.

7. Then, processing the data, the researcher did the editing data, coding the data, and scoring.

The researcher used test technique in collecting data on this research. The test is used in order to know the effectiveness of small group discussion on students' speaking skill at students third semester at IAIN Palangka Raya. The test technique is the main technique in collecting the data. The pre-test and post-test were given treatment to find out their achievement in speaking skill.

1. Test

The test is conducted to students to find out their improvement in speaking skill statistically.

a. Pre-test

The pre-test is a test that functioned to measure the ability of each class whether the class is equal or different in abilities (Lodico, et.al, 2006: 185). The pre-test is given by the researcher in the beginning of

attending class to know the student knowledge of the material that will be taught.

b. Post-test

The researcher gives the students post-test to know the improvement of students' ability in speaking skill after the lesson and treatments finished.

2. Questionnaires

The statements in these questionnaires were written in Indonesian to avoid misunderstanding from the participants. This questionnaire was administered anonymously to get reliable data. The questionnaires will distribute after finishing the implementation of small group discussion.

The questionnaires are analyzed quantitatively by using Likert Scale. Fraenkel et al. (2011) claim that Likert Scales is the most commonly used questions format for assessing participants' attitudes toward a particular concept. FLCAS consisted of two kinds of statements which were positive and negative. The positive ranged from 1-5 with answer "Strongly Agree" to "Strongly Disagree". While, the negative statement ranged from 5-1 with answer "Strongly agree" to "Strongly Disagree".

Table 3.6 FLCAS Statements

Category	Statements
Positive	2,3,6,9,20
Negative	1,4,5,7,8,10,11,12,13,14,15,16,17,18,19,21

Tabel 3.7 Likert's Scoring Table

STATEMENT	Scoring				
	Strongly Agree	Agree	Neither Agree and Disagree	Disagree	Strongly Disagree
POSITIVE	1	2	3	4	5
NEGATIVE	5	4	3	2	1

In order to analyze the data, the researcher used and adapted the Oetting's scale (1983). After count the score, the researcher categorized them into five levels: very relaxed, relaxed, mildly anxious, anxious, and very anxious.

Tabel 3.8 FLCAS Following Oetting's Scale

RANGE	LEVEL
89-105	Very Anxious
72- 88	Anxious
55-71	Middly Anxious
38-54	Relaxed
21-37	Very Relaxed

3. Observation checklist

In this research, the researcher will act as a non participant observer who was present in the scene of action but did not interact or participate. The

researcher observed the students' oral group performance when they were conducting for assessment.

According to Kerlinger on Suharsimi (1998: p. 222) stated that observation is common term that has meaning all kinds of receiving data that done by recording, counting, measuring, and making in note. It is done systematically by standardized procedure.

E. Data Analysis Procedure

Before analyzing the data using ANOVA, there were two kinds of requirements which should be measured; normality and homogeneity.

a. Normality

It is used to know the normality of the data that going to be analyzed whether both groups have normal distribution or not. In this study test normality the writer applied SPSS 16 program using Kolmogrov-Smirnov with level of significance α=5%. Calculation result of asymptotic significance is higher than a (5%) so the distribution data was normal. In the contrary, if the result of asymptotic significance is lower than α (5%), it meant the data was not normal distribution (Gibson, 2003: p.111)

b. Homogeneity

Homogeneity test is used to know whether experimental class and control class, that are decided, come from population that has relatively same variant or not (Ary, 2010: p.280). To calculate homogeneity, the researcher applied SPSS 16 program using Levene's testing with level of significance α (5%).

c. Testing Hypothesis

The sources of data interval or score for this research were divided into two. They were from experimental group and control group. This formula was computed by using SPPS.16. Here the researcher used *p*-value (Sig.) from ANOVA output to interpret the result and answer the hypotheses. The result would be interpreted as follow:

Ha is accepted:

If *p*-value (Sig.) < Alpha level ($\alpha = 0.05$) or there is a significant effect of using small group discussion on speaking skill ad speaking anxiety.

Ho is accepted

If *p*-value (Sig.) > Alpha level ($\alpha = 0.05$) or there is no significant effect of using small group discussion on speaking skill ad speaking anxiety.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher the data which data had been collected from the research in the field of study. The data were the data presentation, research findings, and discussion.

A. Data Presentation

1. The result of Pretest and Posttest Score of Control and Experimental class

a. Pretest and Posttest Experimental class

The test scores of experimental class were presented in the following table.

Table 4.1 The Description of Pretest and Posttest Score of the Data Achieved by the Students in Experimental Class

No	Pretest			Posttest		
	Code	Score	Category	Score	Category	Difference
1	E1	72	Good	76	Good	4
2	E2	64	Fair	80	Very Good	16
3	E3	72	Good	76	Good	4
4	E4	64	Fair	68	Fair	4
5	E5	64	Fair	68	Fair	4
6	E6	60	Fair	60	Fair	0
7	E7	68	Fair	68	Fair	0
8	E8	76	Good	80	Very Good	4
9	E9	60	Fair	72	Good	12
10	E10	68	Fair	68	Fair	0
11	E11	60	Fair	64	Fair	4
12	E12	60	Fair	76	Good	16
13	E13	64	Fair	72	Good	8
14	E14	64	Fair	60	Fair	-4
15	E15	64	Fair	72	Good	8
16	E16	72	Good	68	Fair	-4

17	E17	68	Fair	80	Very Good	12
18	E18	72	Good	72	Good	0
19	E19	64	Fair	64	Fair	0
20	E20	68	Fair	68	Fair	0
21	E21	68	Fair	68	Fair	0
22	E22	72	Good	68	Fair	-4
23	E23	64	Fair	60	Fair	-4
24	E24	68	Fair	72	Good	4
SUM		1588		1680		92
Lowest Score		60		60		
Highest Score		76		80		
Mean		66,17		70		
Standard Deviation		4,860		6,014		

Based on the Table 4.1, it can be clarified that the highest score on pre-test of experimental class was 80 and the lowest score was 60 with the mean score of pre-test was 66.17, while the mean score of post-test was 70. The total gained score in this class was 92. It can be known that there was significant difference in the pre-test and post-test.

Table 4.2 Classification of Students' Speaking Skill in Pretest and Posttest of The Experimental Class

Pretest			Posttest		
Category	Students	Percentage	Category	Students	Percentage
Very Good	0	0	Very Good	3	13%
Good	6	25%	Good	8	33%
Fair	18	75%	Fair	13	54%
Poor	0	0	Poor	0	0
Very Poor	0	0	Very Poor	0	0
Total	24	100%		24	100%

In the table about, there were 24 students observed in this research. In pretest, there were 25% (6) students who got good score and there were 75% (18) students who got fair score. In contrary, in posttest students score increased,

there were 13% (3) students who got very good score, there were 33% (8) students who got good score, and there were 54% (13) students who got fair score.

Clasification of Students' Speaking Skill in pretest and posttest scores can also be seen in the following figure.

Figure 4.1 Clasification of Students' Speaking Skill in Pretest and Posttest of The Experimental Class

It could be seen from figure 4.1 above, students' speaking skill in experimental class was increased from pretest to posttest.

b. Pretest and Posttest Control class

The test scores of control class were presented in the following table.

Table 4.3 The Description of Pretest and Posttest Score of the Data

Achieved by the Students in Control Class

No	Pretest			Posttest		
	Code	Score	Category	Score	Category	Difference
1	C1	68	Fair	72	Good	4
2	C2	64	Fair	64	Fair	0
3	C3	64	Fair	64	Fair	0
4	C4	72	Good	64	Fair	-8
5	C5	72	Good	72	Good	0
6	C6	72	Good	68	Fair	-4
7	C7	80	Very Good	72	Good	-8
8	C8	72	Good	68	Fair	-4
9	C9	72	Good	68	Fair	-4
10	C10	68	Fair	64	Fair	-4
11	C11	64	Fair	64	Fair	0
12	C12	68	Fair	68	Fair	0
13	C13	76	Good	72	Good	-4
14	C14	76	Good	72	Good	-4
15	C15	72	Good	72	Good	0
16	C16	80	Very Good	72	Good	-8
17	C17	64	Fair	64	Fair	0
18	C18	68	Fair	64	Fair	-4
19	C19	68	Fair	64	Fair	-4
20	C20	80	Very Good	80	Very Good	0
21	C21	76	Good	76	Good	0
SUM		1496		1444		-52
Lowest Score		64		64		
Highest Score		80		80		
Mean		71,238		68,762		
Standard Deviation		5,309		4,668		

Based on the data above, it can be clarified that the highest score on pre-test of control class was 80 and the lowest score was 64 with the mean score of pre-test was 71.238, while the mean score of post-test was 68.762. The total gained score in this class was -52. It can be known that there was significant difference in the pre-test and post-test.

Table 4.4 Clasification of Students' Speaking Skill in Pretest and Posttest

of The Control Class

Pretest			Posttest		
Category	Students	Percentage	Category	Students	Percentage
Very Good	3	14%	Very Good	1	5%
Good	9	43%	Good	8	38%
Fair	9	43%	Fair	12	57%
Poor	0	0	Poor	0	0
Very Poor	0	0	Very Poor	0	0
Total	21	100%		21	100%

In the table about, there were 21 students observed in this research. In pretest, there were 14% (3) students who got very good score, there were 43% (9) students who got good score and there were 43% (9) students who got fair score. In contrary, in posttest students score increased, there was 5% (1) student who got very good score, there were 38% (8) students who got good score, and there were 57% (12) students who got fair score.

Clasification of Students' Speaking Skill in pretest and posttest scores can also be seen in the following figure.
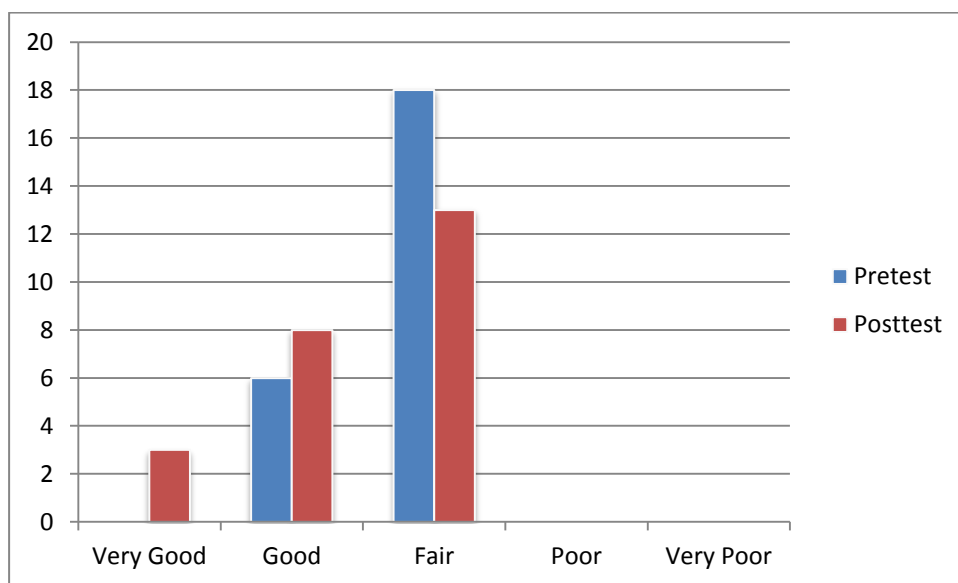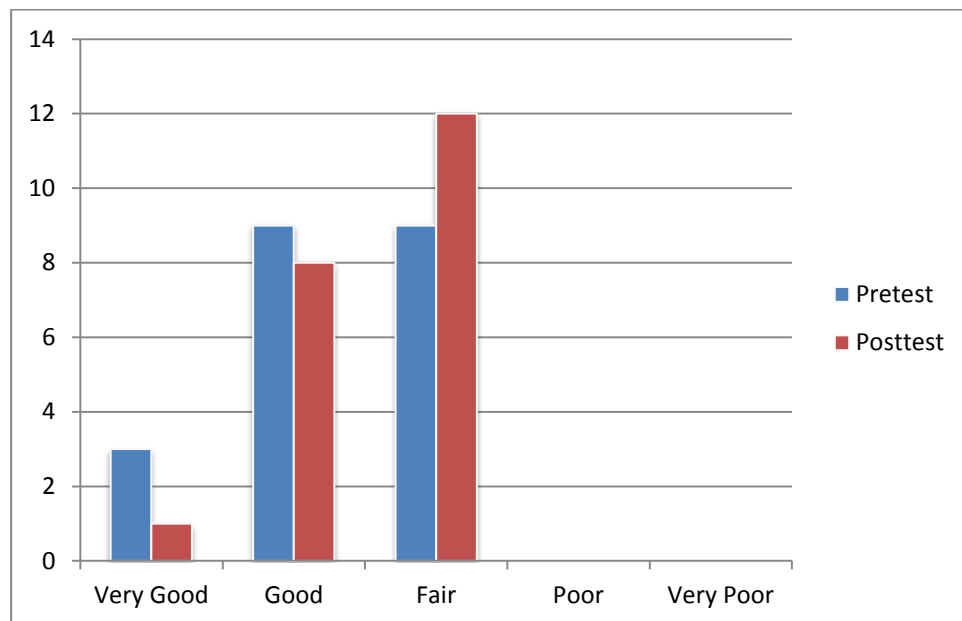
Figure 4.2 Clasification of Students' Speaking Skill in Pretest and Posttest of The Control Class

It could be seen from figure 4.2 above, students' speaking skill in experimental class was descreased from pretest to posttest.

2. **The Result of Students' Speaking Anxiety**

The first step the researcher did before found the result of students' anxiety speaking was try out the questionnaire.

Tabel 4.5 The Result of Try Out Speaking Anxiety

Item	rxy	r tabel	Category
1	0,628	0,413	Valid
2	0,424	0,413	Valid
3	0,249	0,413	Invalid
4	0,006	0,413	Invalid
5	0,235	0,413	Invalid
6	0,176	0,413	Invalid
7	0,187	0,413	Invalid
8	0,521	0,413	Valid
9	0,133	0,413	Invalid
10	0,319	0,413	Invalid
11	-0,066	0,413	Invalid

12	0,767	0,413	Valid
13	0,601	0,413	Valid
14	0,753	0,413	Valid
15	0,219	0,413	Invalid
16	0,685	0,413	Valid
17	0,499	0,413	Valid
18	0,725	0,413	Valid
19	0,532	0,413	Valid
20	0,619	0,413	Valid
21	0,388	0,413	Invalid
22	-0,146	0,413	Invalid
23	0,486	0,413	Valid
24	0,668	0,413	Valid
25	0,577	0,413	Valid
26	0,604	0,413	Valid
27	0,667	0,413	Valid
28	0,298	0,413	Invalid
29	0,587	0,413	Valid
30	0,531	0,413	Valid
31	0,444	0,413	Valid
32	0,470	0,413	Valid
33	0,610	0,413	Valid

Based on the data above, it can be seen there were 33 items. From that items there were 21 valid and there were 12 invalid. After that, the researcher categorized them into anxiety level.

Table 4.6   Speaking Anxiety Level

Range	Level
89-105	Very Anxious
72-88	Anxious
55-71	Middly Anxious
38-54	Relaxed
21-37	Very Relaxed

The next step researcher did test for speaking anxiety in the experimental class to measure the level of anxiety in the begining and the end, the result of speaking anxiety test as follows:

Table 4.7 The Students' Score of Speaking Anxiety

No	Code	Score	Category	Code	Score	category
		Pretest			Posttest	
1	E1	46	Relaxed	E1	45	Relaxed
2	E2	58	Middly Anxious	E2	49	Relaxed
3	E3	43	Relaxed	E3	37	Very Relaxed
4	E4	53	Relaxed	E4	51	Relaxed
5	E5	63	Middly Anxious	E5	54	Relaxed
6	E6	63	Middly Anxious	E6	62	Middly Anxious
7	E7	71	Middly Anxious	E7	66	Middly Anxious
8	E8	50	Relaxed	E8	36	Very Relaxed
9	E9	71	Middly Anxious	E9	64	Middly Anxious
10	E10	54	Relaxed	E10	54	Relaxed
11	E11	54	Relaxed	E11	54	Relaxed
12	E12	50	Relaxed	E12	47	Relaxed
13	E13	69	Middly Anxious	E13	64	Middly Anxious
14	E14	65	Middly Anxious	E14	64	Middly Anxious
15	E15	70	Middly Anxious	E15	54	Relaxed
16	E16	64	Middly Anxious	E16	64	Middly Anxious
17	E17	66	Middly Anxious	E17	52	Relaxed
18	E18	67	Middly Anxious	E18	64	Middly Anxious
19	E19	62	Middly Anxious	E19	62	Middly Anxious
20	E20	65	Middly Anxious	E20	53	Relaxed
21	E21	66	Middly Anxious	E21	65	Middly Anxious
22	E22	54	Relaxed	E22	52	Relaxed
23	E23	52	Relaxed	E23	50	Relaxed
24	E24	53	Relaxed	E24	53	Relaxed
Total		1429		Total	1220	
Highest		71		Highest	66	
Lowest		43		Lowest	36	
Mean		59,54			54,83	

Based on the data above, it can be seen that the students' highest score of experimental class in the first was 71 and in the students' lowest score 43. While, the students' highest score of experimental class in the second was 66 and the lowest score was 36. It can be said that in the pretest there were only two levels of

anxiety that are middly anxious and relaxed, but in the posttest there were three level of anxiety that are middly anxious, relaxed, and very relaxed.

The summary of students' speaking anxiety can be seen in the following table.

Table 4.8 Clasification of Students' Speaking Anxiety.

Pretest			Posttest		
Category	Students	Percentage	Category	Students	Percentage
Very anxious	0	0	Very anxious	0	0
Anxious	0	0	Anxious	0	0
Middly anxious	14	58%	Middly anxious	9	38%
Relaxed	10	42%	Relaxed	13	54%
Very relaxed	0	0	Very relaxed	2	8%
Total	24	100%		24	100%

In the table above, there were 24 students observed in experimental class. There were 14 students (58%) that indicated as middly anxious, and there were 10 students (42%) that indicated as relaxed. While in control class, there were 21 students. There were 14 students (67%) that indicated as middly anxious, and there were 7 students (33%) that indicated as relaxed.

Clasification of Students' Speaking Skill in pretest and posttest scores can also be seen in the following figure.
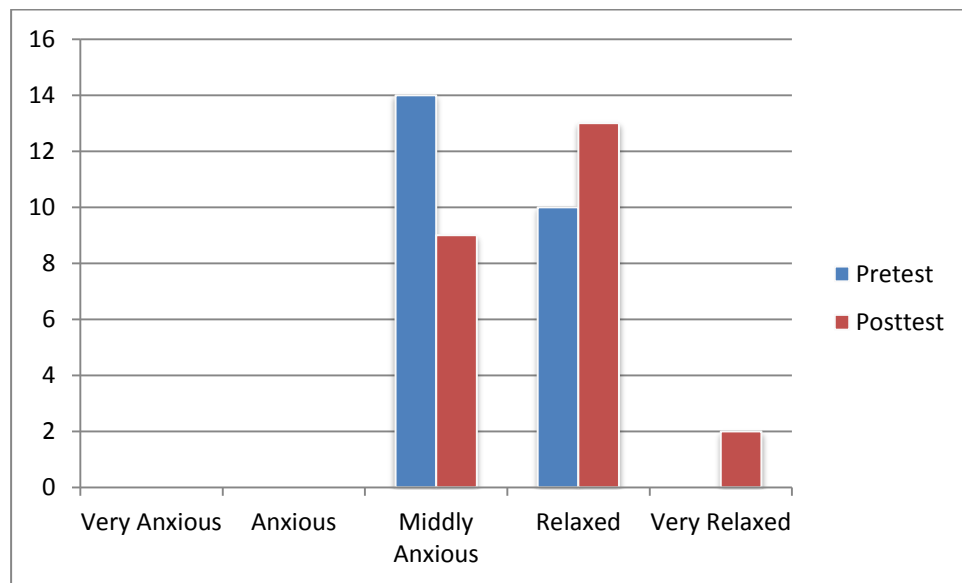
Figure 4.3 Clasification of Students' Speaking Anxiety

It could be seen from figure 4.3 above, students' speaking anxiety in experimental class was descrease from pretest to posttest.

B. Research Findings

1. Testing Normality

The researcher calculated the result of pretest and posttest score of experimental and control class by using SPSS 16.00 programs. It was done to know the normality of the data that is going to be analyzed having normal distribution or not.

a. Normality test of Pretest

Test normality of pretest scores of control and experimental class can be seen in the following table:

One-Sample Kolmogorov-Smirnov Test

		Eksperimental	control
N		24	21
Normal Parameters[a]	Mean	67.00	71.24
	Std. Deviation	4.453	5.309
Most Extreme Differences	Absolute	.214	.158
	Positive	.161	.158
	Negative	-.214	-.128
Kolmogorov-Smirnov Z		1.048	.722
Asymp. Sig. (2-tailed)		.222	.674

a. Test distribution is Normal.

Based on the calculation using SPSS program, the d_{value} from pretest of experimental was 0.214 and control was 0.158. From the table of critical value of Kolmogrov-Smirnov test with the student's number (N) in experimental =24 and in control = 21 at the significance level α=0.05, the score of d_{table} in experimental was 0.269 and control was 0.287. Because d_{value} was lower than dtable (experimental = 0.214 < 0.269) and (control = 0.158 < 0.287), it could be concluded that the data was in normal distribution.

b. Normality test of Posttest

Test normality of posttest scores of control and experimental class can be seen in the following table:

One-Sample Kolmogorov-Smirnov Test

		Eksperimental	control
N		24	21
Normal Parameters[a]	Mean	70.00	68.76
	Std. Deviation	6.014	4.668
Most Extreme Differences	Absolute	.172	.227

	Positive		.172	.227
	Negative		-.161	-.185
Kolmogorov-Smirnov Z			.842	1.041
Asymp. Sig. (2-tailed)			.477	.229
a. Test distribution is Normal.				

Based on the calculation using SPSS program, the d_{value} from posttest of experimental was 0.172 and control was 0.227. Because d_{value} was lower than d_{table} (experimental = 0.172 < 0.269) and (control = 0.227 < 0.287), it could be concluded that the data was in normal distribution.

2. **Testing Homogeneity**

Homogeneity test was conducted to know whether data are homogeneous or not.

If 0.05 > Sig. = Not homogeny distribution

If 0.05 < Sig. = Homogeny

Based on the result the homogeneity test,

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.054	5	15	.423

Based on the result of homogeneity test, it can be known the significance about 0,423. Because the value of significance higher than 0.05, it can be concluded the data have the same variance or homogeny.

3. **Testing Hypotheses**

   a. **One-Way ANOVA Manual Calculation**

   To answer the problems, reseracher used One-Way Anova Manual Calculation. The researcher calculated:

   1) Average of X1, X2, and X3

      $\bar{x}1 = 70$

      $\bar{x}2 = 54.83$

      $\bar{x}3 = 68.76$

   2) Variances of X1, X2, and X3

      $S^2 = 36.17$

      $S^2 = 73.01$

      $S^2 = 21.79$

   3) Grand Mean (GM)

      $GM = \frac{X1+X2=X3}{N} = \frac{4440}{69} = 64.45$

   4) Sum of Squares between group (SSb)

      $SSb = \sum n(\bar{x} - GM)^2 = (\bar{x}1 - GM)^2 + (\bar{x}2 - GM)^2 + (\bar{x}3 - GM)^2$

      $= 24(70 - 64.45)^2 + 24(54.83 - 64.45)^2 + 21(68.76 - 64.45)^2$

      $= 766.7297 + 2172.614 + 409.1659$

      $= 3348.509$

   5) Sum of Square within group (SSw)

      $SSw = \sum(n-1)s^2 = 23(36.17) + 23(73.01) + 20(21.79)$

      $= 832 + 1679.333 + 435.8095$

$$= 2947.143$$

6) Sum of Square Total (SSt)

SSt = SSb + SSw = 3348.509 + 2947.143 = 6295.509

7) Mean between group (MSb)

MSb = SSb/k-1 = 3348.509/2 = 1674.255

8) Mean within group (MSw)

MSw = SSw/N-k = 2947.143/66 = 44.65368

9) F_{value} = MSb/MSw = 37.49421

b. **The calculation of ANOVA using SPSS**

To answer the problems, researcher used One- way Anova calculation. The reseracher calculated degree of Freedom between Group (DFb) and Within Group (DFw)

DFb = K − 1 = 3-1 =2

DFw = N − K = 45-3 =42

The researcher used SPSS 16.00 program calculation to test the hypotheses. The criteria of Ha was accepted when F_{value}>F_{table},and Ha refused when F_{value} >F_{table}.

Descriptive Statistics

	SGD	Mean	Std. Deviation	N
Speaking1	Experiment	66.17	4.860	24
	Control	71.24	5.309	21
	Total	68.53	5.631	45
Speaking2	Experiment	70.00	6.014	24
	Control	68.76	4.668	21

	Total	69.42	5.404	45
Anxiety	Experiment	54.83	8.545	24
	Control	58.10	10.054	21
	Total	56.36	9.318	45

In table 4.10 showed the mean of students' speaking skill in experimental class was 66.17 in the first periode and 70 in the second period. While, mean of students' speaking skill in control class was 71.24 in the first period and 68.76 in the second period.

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
SGD	Pillai's Trace	.271	5.085[a]	3.000	41.000	.004	.271
	Wilks' Lambda	.729	5.085[a]	3.000	41.000	.004	.271
	Hotelling's Trace	.372	5.085[a]	3.000	41.000	.004	.271
	Roy's Largest Root	.372	5.085[a]	3.000	41.000	.004	.271

In Multivariate Test showed the F_{value} of small group discussion was 5.085 with significant level was 0.004. It showed F_{value} was higher than F_{table} (5.085>3.22), and with significant level was lower than alpha (α) (0.004 < 0.05). So, it can be concluded that there was signifcant effect among pretest, posttest, and anxiety. Then using the commonly used guidelines proposed by Cohen (1988: p.25), effect sizes as "small, d = .2," "medium, d = .5," and "large, d = .8". The result can be seen in the Partial Eta squared, it showed .271. It means small group

discussion has small effect size. One of factor why have small effect because short meeting.

ANOVA

SpeakingAnxiety					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3348.509	2	1674.255	37.494	.000
Within Groups	2947.143	66	44.654		
Total	6295.652	68			

Multiple Comparisons

SpeakingAnxiety

Tukey HSD

(I) SGD	(J) SGD	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Speaking	anxiety	15.167*	1.929	.000	10.54	19.79
	control	1.238	1.997	.810	-3.55	6.03
Anxiety	speaking	-15.167*	1.929	.000	-19.79	-10.54
	control	-13.929*	1.997	.000	-18.72	-9.14
Control	speaking	-1.238	1.997	.810	-6.03	3.55
	anxiety	13.929*	1.997	.000	9.14	18.72

*. The mean difference is significant at the 0.05 level.

The criteria Ho is accepted when the significant value is higher than alpha (α) (0.05), and Ho is refused when significant value is lower than alpha (α) (0.05). Based on table through Post Hoc was summarized as follows:

First, based on the calculation above used SPSS program of Post Hoc Test, experimental class of speaking skill showed the significant value lower than alpha

(0.00 < 0.05). It means that there is significant effect of small group discussion toward speaking skill. So, Ho was refused and Ha was accepted.

Second, based on the calculation above used SPSS program of Post Hoc Test, speaking anxiety of experimental class showed the significant value was lower than alpha (0.00 < 0.05). It means that there is significant effect of small group discussion on speaking anxiety. Thus, Ha was accepted and Ho was refused.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha (0.810 > 0.05). It means that there is no different effect between speaking skill and speaking anxiety. Therefore, Ha was refused and Ho was accepted.

4. Interpretation

The hypothesis testing using one way repeated measures ANOVA to measure the significance effecet of small group discussion toward speaking skill and speaking anxiety. Based on SPSS 16 Program, the researcher interpreted that Small Group Discussion gives effect on students' speaking skill and speaking anxiety at IAIN Palangka Raya. It was based on the calculation used SPSS 16 statistic program, the result showed. In the table multivariate test, that F_{value} was 4.181 higher than F_{table} (F=5.085>3.22), with probability value 0.004, it means P_{value} is less than 0.05 (p=0.004<0.05), so it can be concluded that there is significant effect, the alternative hyphotesis (Ha) is accepted and the null hyphotesis (H$_0$) is rejected.

In addition, based on Post Hoc test, speaking skill in experimental class showed the significant value was lower than alpha (0.00<0.05) and anxiety

showed the significant value was lower than alpha (0.00<0.05). It proves that the small group discussion technique is effective in speaking skill and speaking anxiety. Thus, it concludes that using small group discussion affect students' speaking and anxiety score of IAIN Palangka Raya.

C. Discussion

The result analysis showed there was significant effect of small group discussion toward speaking skill and speaking anxiety of third semester students at IAIN Palangka Raya. The significant effect can be seen among score of mean, in pretest of experimental class was 66.17 after getting treatment the score increased to 70.00. Moreover, it is also seen from the difference score of speaking at experimental class with 92 points. This research is also supported by using calculation SPSS which shows that there was significant effect of small group discussion toward speaking skill and speaking anxiety with p-value was lower than alpha.

Small group discussion made the students' speaking score was increased. The result of this study showed that the speaking score of experimental in pretest there were 6 students who got GOOD category increased to 3 students who got predicate VERY GOOD and 8 students at GOOD.

There are several reason why using small group discussion is effective toward students speaking skill and anxiety:

First, all the students are willing to work, initiative the discussion when in the beginning of the task, this showed based on checklist the total of students are 24 and all of them discussion. This is confirmed by the finding of Ningtyas (2014)

the students enthusiasm and their cheerfulness shown during research by using small group discussion. This also happens in experimental class, when they are asked to make a group nobody objected.

Next, when working in group most of students encourage participation, take decision, make comments and supportive of group, with students total are 24, there were 19 students. This related with findings by Antoni (2014) applying small group discussion gave students more chance to be involved in the class speaking. it can be seen when the student discuss the material in group. The students can share ideas, decision, comments with each other and the students can ask something to others.

Last, when discussing project most of students offer opinions, make suggestion, and take turn to speak, from 24 students, there were 21 students who discussed project. This related with findings by Firman (2016) small group discussion is effective to activate the students to speak English. In this research, small group discussion creates cooperative atmosphere.

Based on Orlich et.al (1985), small group discussion proves the effectiveness in improving students' speaking skill. First, Small group discussion can increase teacher-student interaction in classroom. It is proved by the student who does not know the mean of material discussion can ask the teacher about it. For the student - student verbal interaction, it can be seen when the student discuss the material in group. The students can share ideas each other. Second, discussion is to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. It is proved by the

students who discuss in group, student can offer opinions to problem solving in a

group. The last is to help students adapt more responsible and independent mode

of learning. It can be seen when the students take decision for their group.

CHAPTER V

CONCLUSION AND SUGGESTION

In this part, researcher gave the conclusion and suggestion about the result of the study. The conclusion of the study was to answer the problems of the research. The suggestion are expected to make better improvement and motivation for students, teacher and researcher related to teaching by small group discussion on speaking skill and anxiety.

A. Conclusion`

Based on research finding in IAIN Palangka Raya, Small group discussion can increase the student's speaking skill and decreased anxiety at the third semester of IAIN Palangka Raya especially the students in especially class (III b). The calculation using One Way ANOVA and Post Hoc Test Therefore, the researcher concluded that:

The result of research in multivariate test showed that F_{value} was 5.085, with P_{value} was 0.004 (which means p<0.05). It can be concluded that there is significant effect among scores of pretest, posttest, and anxiety. Then using effect sizes by Cohen (1988), it can be seen in partial Eta squared, it showed .271. It means small group discussion has small effect size.

1. There was significant effect of small group discussion on speaking skill of the third semester students of English education at IAIN Palangka Raya. It can be seen in from table multiple comparison (Post

Hoc). The result speaking showed the significant value was lower than alpha (0.00<0.05).

2. There was significant effect of small group discussion on speaking anxiety the third semester students of English education at IAIN Palangka Raya. It can be seen in from table multiple comparison (Post Hoc). The result of anxiety showed the significant value was lower than alpha (0.00<0.05).

3. There was no significant different effect of SGD between speaking skill and speaking anxiety of English education at IAIN Palangka Raya. The result showed the significant value was higher than alpha (0.810<0.05).

B. Suggestion

According to the conclusion of the study, the researcher would like to propose some suggestion for the students, teachers, and future researchers as follow:

1. For students

   The Students should be able to speak in English and they can practice with their friend. In, SGD students have to speak with other students, this can increase their speaking and decrease their anxiety.

2. For teacher

   Small group discussion is one of the techniques. This technique is one of the alternative ways of promoting speaking activity.The teachers can

apply this technique in teaching learning, especially to increase the students' speaking and decrease the students' anxiety.

3. To the other researcher

   The researcher realizes that this research gives a little knowledge only. There are still many weaknesses that could be seen. For the next researcher, it can improve this study with better design and different object in order to support the result finding. In other word, the other researcher can use this study as reference for conducting their research.

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