

THE IMPLEMENTATION OF GROUP WORK ACTIVITY IN SPEAKING CLASS AT JUNIOR HIGH SCHOOL

Dian Faramita¹⁾, Fitriana Harmaini²⁾, Khairul Harha²⁾

¹⁾ : English Students of FKIP

E-mail : Vitriseno@yahoo.com

: English Lecturer

English Department

The Faculty of Teacher Training and Education of Bung Hatta University

ABSTRACT

This paper was aimed to describe the use of group work technique as an alternative strategy in teaching speaking. Speaking is a process of communication that idea or message can be received well. In English learning context, speaking is one of the important skill for the students because with speaking they can communicate in English. speaking class should make students active during teaching and learning process. Teaching speaking should improve students communication skill, because through speaking students express themselves in the form of communication. The purpose of teaching speaking by implementing group work activity is can make students learn how to say politely to other people when their idea is different from the others. The procedure of teaching speaking through group work activity consist of pre-teaching activities, whilst-teaching activities, and post-teaching activities. Pre teaching activity is the activity that do before teaching process. The purpose of pre-teaching activities is to help students to focus their mind on the lesson by giving some interesting teaching materials in the process of teaching and learning activities. Whilst teaching is the activity which the teacher give the material and the students discussed it in group. Post-teaching activity is intended to review the lesson that they have got in the whilst teaching activity. The teacher should employ group work activity in teaching speaking in order to improve students ability to communicate their ideas orally. The teacher should motivate students to practice their speak to make they confidence to speak English.

Key words: Implementation, Group Work Activity, Speaking.

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INTRODUCTION

Speaking is a process of communication that idea or message can be received well. In English learning context, speaking is one of the important skill for the students because with speaking they can communicate in English. To do so, students should know how to communicate well in English.

Basically, speaking class should make students active during teaching and learning process. The teachers' role is mainly as a facilitator who helps the students to develop their language proficiency. Unfortunately most of the students got problems in speaking English, as the writers found during doing teaching

practice program. Students felt embarrassed to speak, because they are afraid of making mistakes and do not know what they have to say. The problems appeared because of some reasons. First, the students often did not have self confidence to speak English, because they did not know how to pronounce words well and had less vocabulary. Second, the students did not have motivation to perform speaking English in front of the class. Another reason is that the students are worried making a mistake, and sometimes they did not know what they have to talk about, because they have lack of knowledge about the topic being talked.

In addition, the students will appreciate and work with the strengths of others. This will increase learning, planning and discussion skills and eventually improve their speaking capabilities. The students will be involved as participants and decision makers in oral group work activities. Besides, the value of group work in ESL classroom will be determined. Hence, this study is helpful to provide knowledge on ways to develop natural ways in speaking activities (Hamzah, 2010).

In teaching English at junior high school, students are taught with four skills. They are listening, speaking, reading and writing. In teaching process a teacher does

not teach student by focusing on one skill only, but teacher should integrate those skills.

According to Gorgon (2008), trough working in a group the students are more engaged not only intellectually but emotionally. They have to think, contribute to the group, evaluate what other members of the group say, share information, ask friends for clarification, and prepare a presentation together. The students perspectives with regards to the involvement in the oral group activities are identified, which include students' enthusiasm and motivation, contribution, sense of belonging as well as the importance of peer correction among group members

Group work makes the teacher easier in conducting teaching learning activity because the students can be autonomous. In the course of group discussions, students will learn from each other, whether consciously or unconsciously. They may correct each other's mistakes, help out with a needed word; and of course they will teach each other some non-linguistic material as well, through the content of the discussion (Michael, 2006).

In group work activity, each group must present their topic in front of the class for given time while the other groups

have to give critics, share the best ideas, questions, or give the other reasons. The group presenting in front of the class must answer the questions coming from the members of other groups and explain the answer. This activity can make students learn how to say politely to other people when their idea is different from the others (Michael, 2006).

In smaller groups, students learn to ask and accept help from the members. Students who contribute to the groups found the activity rewarding when their suggestions are valued and their contribution is linked to the success of the whole group (Hamzah, 2010).

The teacher should give comment and conclusion about group discussion at the end of every discussion. Teacher just becomes commentator and a facilitator in the discussion.

THE PROCEDURE OF TEACHING SPEAKING THROUGH GROUP WORK ACTIVITY

Pre-Teaching Activities

Angela (2006) states the purpose of pre-teaching activities is to help students to focus their mind on the lesson by giving some interesting teaching materials in the process of teaching and learning activities.

In addition, according to Mufti (2007, P.16) there are some function of pre-teaching activities: 1) To attract the students attention. So, they can focus their attention and maintain their concentration. 2) To relate the students background knowledge with the topic. 3) To increase their motivation. 4) To introduce them some new words or vocabularies.

There are some procedures of pre-teaching activities. First, the teacher greets the students. Secondly, teacher checks students' attendance. Last, teacher leads the students by asking some questions.

Here is the question,

Teacher : do you know about how to describe someone?

Students : No, Mom.

This question is given in order to give background of the learning process students will do. When the teacher asks the question the students will remember about how to describe someone, and they are ready to start the lesson.

Whilst-Teaching Activities

In Whilst-Teaching Activities the teacher gives the topic about describing someone, a particular person. Then the teacher gives a topic that will be discussed by the students in group.

There are steps in learning process to be done by the teacher in the form of group work. They are;

1. The teacher shows the picture on the board and writes a list of words that are related with the picture.

Example :



List of words

Men	Curly hair
White skin	Sharp nose

The teacher asks the students the meaning of the word above, then the teacher explains the meaning of the words one by one. The teacher divides the students into groups and gives 10 minutes for each group to discuss the picture. The teacher asks one student to present the result of their discussion in front of the class. While the student presents about their discussion, the teacher pay attention to students' error. The teacher asks other students about their friends presentation, or the other groups give suggestion to their friends presentation. With group participation, the learning of speaking will be interactive. The teacher reviews and clarify complex points, encourages

discussion, corrects the wrong sentence, pronunciation, tense, and explains the correct answer (Mufti, 2007). This activity is done repeatedly with different picture, so that each student in the group gets a chance to speak it.

Post-teaching Activities

Post- teaching activity is intended to review the lesson that they have got in the whilst teaching activity. According to Nesen (2009), in this activity the teacher can examine students by giving some questions, which measures the students' ability to tell the topic that they have learned. In post- teaching activities, it can follow this step. First, the teacher reviews again about the topic for the students. Second, the teacher gives exercise by using another picture to look what the students have understood. Third, give students time to do the exercise. Fourth, the teacher help the students to do the exercise. And the last, the teacher gives homework for the students.

CONCLUSION AND SUGGESTIONS

Conclusions

Teaching speaking is a very important part of second language learning. In teaching speaking, teachers should have a variety of ways to keep students interested. This paper suggests group work activity to do in speaking because it can expand their ideas

that it has reached one solution to the problem of the topics they are studying.

Furthermore, teaching speaking through group work is important and beneficial for the students who want to speak in target language. By using group work it helps students to build confidence and develop language.

In applying teaching speaking through group work needs preparation in selecting material and presenting the topic in a good way. In presenting the the teaching speaking through group work, there are three steps namely; pre-teaching activities, whilst-teaching activities, and post teaching activities.

Suggestion

The writer proposed suggestion that The teacher should employ group work activity in teaching speaking in order to improve students ability to communicate their ideas orally. Then the teacher should motivate students to practice their speaking ability and they should have confidence to speaking English.

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