THE INFLUENCE OF DISCUSSION TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL IN ANALITICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF ELEVENTH GRADE OF SMAN 1 NEGERI AGUNG IN ACADEMIC YEAR 2022/2023

A THESIS

Submitted as Partial Fulfillment of the Requirements for S1-Degree

By:
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NPM: 171104256

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTYSTATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
1445 H / 2023 M

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ABSTRACT

THE INFLUENCE OF DISCUSSION TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL IN ANALITICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF ELEVENTH GRADEOF SMAN 1 NEGERI AGUNG IN ACADEMIC YEAR 2022/2023

By

Siti Maryam

Discussion is a type of activity, which involves breaking the class into small groups for effective talking on a topic, a problem or issue. It is thinking together process in which students talk freely to the teacher it is to one another a student-centered method since students participate actively. The activities of the discussion group are to be regulated and directed by the teacher or an appointee of the class. This research is conducted to find out whether there any significant influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023.

In this research, the writer used pre-experimental method by using one group pre-test and post-test. The population was the eleventh grade of the second semester of SMAN 1 Negeri Agung. In sampling samples from the population, the writer used cluster random sampling and got XI IPS 1 class with a total 22 students as the sample. Voice note in WhatsApp was applied in XI IPS 1 class. The writer also applied pre-test and post-test. In collecting data, the writer used oral test to collect data.

The result of the research, there is a significant influence of using Voice note in WhatsApp towards students' speaking skill at the second semester of eleventh grade of SMAN 1 Negeri Agung in academic year 2022/2023. From the data analysis by using SPSS, it was obtained that Sig. (2-tailed) $< \alpha = 0.000$. It means H_a is accepted because Sig. (2-tailed) $< \alpha = 0.05$. From the result of these data, Voice note can improve students speaking skill.

Keywords: ***Influence, Speaking skill, Discussion technique***

DECLARATION

I hereby that this thesis entitle "The influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023" is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 13 Juli 2023
Declared by,

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ADMISSION

A thesis entitled: **"THE INFLUENCE OF DISCUSSION TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL IN ANALITICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF ELEVENTH GRADE OF SMAN 1 NEGERI AGUNG IN ACADEMIC YEAR 2022/2023", by: SITI MARYAM, NPM: 1711040256, Study Program: English Education,** was tested and defended in the examination session held on: Thursday, July 13rd 2023.

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MOTTO

كُتِبَ عَلَيۡكُمُ ٱلۡقِتَالُ وَهُوَ كُرۡهٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تَكۡرَهُواْ شَيۡـٔٗا وَهُوَ خَيۡرٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تُحِبُّواْ شَيۡـٔٗا وَهُوَ شَرّٞ لَّكُمۡۗ وَٱللَّهُ يَعۡلَمُ وَأَنتُمۡ لَا تَعۡلَمُونَ ٢١٦

"Fighting has been made obligatory upon you ˹believers˺, though you dislike it. Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know." (QS. Al-Baqarah: 216)[1]

[1] Agus Hidayatulloh, Siti Irhamah Sail, Imam Ghazali Masykur, Fuad Hadi, "*ALJAMIL Al-Qur'an Tajwid Warna, Terjemahan Per Kata, Terjemahan Inggris*". (Cipta Bagus Segara). Bekasi City, West Java, 2012, p. 40.

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents : My father Mr. Rasyid Ridho, A.Md and Mrs. Sulaila, S.Pd, those who have given a lot of motivation and support both physically and mentally, thank you to my parents for being patient and always pray for my success in completing this thesis.
2. My beloved sister Nun Lestari S.Pd and her husband Muhammad Fadli, S.Pd.I also my brother Rahmad Hidayat, S.Pd and his wife Fitri Diana Sari, S.Pd who have become my support to be able to complete this thesis.
3. My best friends since kartika, sabila, pia, kina, agis, indri and novi who always accompanying and helping while working on this thesis.
4. Students of G Class English Education Study Program 2017.
5. My alma mater UIN Raden Intan Lampung

CURRICULUM VITAE

Siti Maryam was born on April 16th 2000 in Sidoarjo. She lives in Bumiratu village Blambangan Umpu Way Kanan. She is the third child of Mr. Rasyid Ridho, A.Md and Mrs. Sulaila, S.Pd. She has one sister and one brother, named Nun Lestari, S.Pd and Rahmad Hidayat, S.Pd.

The writer began her education at Kindergarten Ar-Ridho in (2005). Then, she continued her study to SDN 1 Sidoarjo and graduated in 2011. In the same year, she continued her study to Islamic Boarding School Daarul Huffaz. After graduated in 2014 she persued her education to MAN 1 Bandar Lampung and graduated in 2017. Furthermore, she continued her study at Raden Intan State Islamic University of Lampung as student of English Study Program of tarbiyah and Teacher Training Faculty.

In the fifth semester, the writer ever was a private teacher for 6 months. She teaches English to 4th grade elementary school.

In early July 2020, the writer did KKN in Blambangan Umpu, Way Kanan. Then, she had a chance to do internship at SMPN 11 Bandar Lampung from October to November 2020.

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First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled "The influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023" is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the writer would like to thank the following people for their ideas, time and guidance for this thesis:

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Bandar Lampung, 13 Juli 2023
The writer,

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CHAPTER I
INTRODUCTION

In this first chapter, the writer explain about title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, the significant of the research, review of the preview research and systematics of the research.

A. Title Confirmation

As a first step to understanding the title of this thesis and avoid misunderstanding, the writer needs to explain some words which become the title of this thesis. The title of the thesis intended is "THE INFLUENCE OF DISCUSSION TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL IN ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 NEGERI AGUNG IN THE ACADEMIC YEAR OF 2022/2023". Here are descriptions of understanding some of the terms contained in the title of this proposal are as follows:

Influence is often described as the capacity (of persons or things) to be a compelling force on or to have an effect, changing how someone or something develops, behaves or thinks.[1] Therefore the capacity to have an effect on the character, development, or behavior of someone or something.

Slamet state, discussion is done by presenting a topic and students are asked to discuss it. Discussion is a type of activity, which involves breaking the class into small groups for effective talking on a topic, a problem or issue.[2]

Thornbury defined that "speaking is a speech production that becomes a part of our daily activities." It can be concluded that

[1] Manuel Pizarro, "*Influence and Persuasion: Meaning and Limits".* Vol. 1. No. 1. 2016. P. 6

[2] Slamet, *Pembelajaran Keterampilan Berbahasa Indonesai Teori and Aplikasi*, (Yogyakarta: Graha Ilmu, 2014, ed.2) p.56

speaking is a tool that we can use in our daily activities for communication[3]

After the writer has itemed with the aim to explain more detail the meaning from the title: "THE INFLUENCE OF DISCUSSION TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL IN ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 NEGERI AGUNG IN THE ACADEMIC YEAR OF 2022/2023".

B. Background of the Problem

Nowadays, the need for the ability to speak foreign language especially English represents one of the essential requirements of today's society. As an international language, English becomes a language that must be learned by students in almost all schools in the world, moreover in Indonesia. It is introduced as a compulsory subject to be taught from Junior high school to university in Indonesia.

According to Richards speaking skills in English becomes a priority for many second language or foreign language learners.[4] The success in language learning as well as the effectiveness of a language course are measured based on their ability to speak or carry out conversation fluently and accurately in the target language. By mastering speaking skills, the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language.

Furthermore, speaking is not only produced syllables or a word. There are many meaningful sentences to be understood by the listener. It makes the message received faster than another message deliver such as writing. Speaking becomes difficult when the students cannot understand the word or cannot pronounce them well; there will

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[3] Scott Thornburry, *How to TeachSpeaking*, (Cambridge: Longman, 1994), p.8.

[4] Richards, Jack C. *Teaching listening and speaking: From theory to practice*. Cambridge: (Cambridge University Press, 2008)

be a misunderstanding if that happens. As stated by Sari, speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language, learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation.[5]

There are some problems in learning to speak. According to Hadijah, there are some reasons why students face problems with speaking skills.[6] They are limited knowledge of the components of speaking skills, limited time given for preparation when speaking practice takes place, difficulties in using and understanding the speaking material found in the English textbook, and an environment which does not support students to acquire and speak English.

Based on the preliminary research in SMAN 1 Negeri Agung, it was found that the students had difficulty speaking. The students make some unimportant sounds or mumble like "aaa" "emmm" because they are ashamed and afraid. Furthermore, they are also still clumsy in speaking. When the teacher asks them to introduce themselves in front of the class, the students seem nervous and it makes them forget and confused when they want to say something. This could happen because the students are not used to practicing their speaking skills.

Based on interview in preliminary research, the writer got the data of students' speaking score. The students' speaking score could be viewed in the table:

[5] Sari Louma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004) p. ix

[6] Hadijah, S, *Investigating the problems of English speaking of Islamic boarding school program at STAIN Samarinda*. (Dinamika Ilmu: Jurnal Pendidikan, 2014),p2.

Table 1

Students Speaking Score at the Eleventh Grade of SMAN 1 Negeri Agung. In the First Semester in Academic Year 2022/2023

			Classes				
No	**Score**	**Category**	**XI IPA**	**XI IPS 1**	**XI 1PS 2**	**Total**	**Percentage**
1	100-80	Excellent	3	2	3	8	11,4%
2	79-60	Good	5	5	6	16	22,9%
3	59-40	Fair	8	7	7	22	31,4%
4	39-20	Poor	9	8	7	24	34,4%
5	19-0	Very poor	0	0	0	0	0
Number of Students			**25**	**22**	**23**	**70**	**100%**

Source: Students speaking score at the Eleventh Grade of SMAN 1 Negeri Agung. In the First Semester in Academic Year 2022/2023.

Regarding Table 1, the result showed that the score of speaking in the eleventh grade of SMAN 1 Negeri Agung had many bad scores. There are 53 students do not achieve the passing grade of eleventh grade in English lessons. This condition that students' speaking is scores mostly poor.

In such a situation, the teacher needs to facilitate the students to build the environment of speaking English. There are some ways to support students increase their speaking ability, such as cooperative learning, role play, drilling, describing pictures and group discussion. All of these techniques can help students to actively practice English in the classroom. However, the students often found some difficulties in speaking English. In this particular study, the writer used a discussion technique to support the learning process. The discussion technique can help students improve their speaking skills. The discussion technique is a great way to get feedback from a group of people with similar backgrounds or experiences on a certain topic.[7]

[7] Viji V and Benedict K Y, — "A Narrative Interpretation of a Focus Group Discussion Episode on Emerging Educational Taxonomies by a Novice 80

Usually, all the students have the opportunity to speak English, which makes them more confident in using the language. Students should not come to class to speak up, as this will contribute them to getting over their scared of speaking in front of others. Discussion technique has advantages to be used to achieve communicative skills including the ability to speak. A classroom should be a place where students are able to explore and create their knowledge.

To support the discussion technique, the writer also used media. One of the ways to facilitate the students to speak is by using technology. Online learning through the internet is one of the activities which can be implemented in language learning in order to achieve a higher amount of speaking practices outside the classroom.[8] It aims to connect with other students and effectiveness in time and place is seen as the benefit of the implementation of online activities in teaching and learning. Baradaran and Khalili stated that one of the potentially useful online activities which can be implemented in language classes is voice chatting, that is, communicating in real-time by voicing a message through an application on smartphones or computers so that it can immediately be heard or received by other users/receivers, even in another part of the world.

Moreover, SMAN 1 Negeri Agung is one of schools that allows students use many kinds of technologies, such as laptops, mobile phones and many more. Almost students in SMAN 1 Negeri Agung are using a smartphone as their communication tools for the main purpose. Besides that, smartphone is a mobile phone with an advanced mobile operating system that combines features of a personal computer operating system with other features useful for mobile or handheld use. It typically combines the features of a cell phone with those of other popular mobile devices, such media player, sound or voice recorder, digital camera, and GPS navigation unit. By

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Investigator", *International Journal of Humanities and Social Science Invention*, 2014. p.6.

[8] Göktürk, N. (2016). Examining the effectiveness of digital video recordings on oral performance of EFL learners. *Teaching English with Technology*, 2016. p. 16 (2).

using one of the smartphone features, that is audio or voice recorder, the students can record their voice to assess their speaking skills.

Voice chatting can be accessed in some social media applications. In this research, WhatsApp was selected as the mobile application used to implement voice chatting due to the familiarity of this social medium that students use for online messaging. WhatsApp has currently become one of the most popular mobile applications used for providing instant messaging services on smartphones. Sukrillah stated in Indonesia WhatsApp is the most widely used mobile application of Indonesian people especially in academic environments (schools and universities) such as students, teachers, and lecturers.[9] Voice note could facilitate the students who are afraid and ashamed when they want to speak because they do not use voice note in front of many people.

Based on the condition above, the writer was thinking about how to improve students speaking skills through media. After choosing the voice note as the correct media, the writer would like to research influence speaking skill entitled "The influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023".

C. Identification and Limitation of the Problem

There are several students' problems in speaking skill:

1. Most of the students ashamed and afraid when they want to speak English. The students make some unnecessary pause or mumble like "aaa" "emmm" it make their fluency become stammer.
2. The students not used to practicing their speaking skills. The students were inactive in the classroom, furthermore they were not fluent in speaking English.

[9] Sukrillah,, Pemanfaatan media sosial Whatskomunikasi*: Jurnal Komuniko*. Vol 3. 2017. p.2

3. Most of the students were clumsy in speaking. The students seem nervous and it makes the students cannot pronounce the word well.

Based on the background of research above, this research only focus on the the influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023.

D. Formulation of the Problem

Referring to the identification and limitation of the problem above, the writer formulates the problem as follows: is there any significant influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023?

E. Objective of the Research

The objective of the research is to know whether there is a significant influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023.

F. The Significance of the Research

The writer expected to have both theoretical and practical importance to the teaching and learning speaking and also the result of this research is expected to be valuable for the teacher and students.

1. Theoretically.

   The research is expected to be the source of information in using discussion technique by Voice note in WhatsApp as the media.

2. Practically.

The result of the research is expected to be as follows:

a. For English teacher

Teacher will have the new media or inspiration to facilitate the students to speak English.

b. For students

This research can be used to give more enjoy and active in learning English.

c. Future writers

The result of this research also can be useful for other writers who are interested in the same field.

G. Review of the Previous Research

The writer adapted some studies which related to this topic. The first, Faoyan Agus Furyanto entitled "THE IMPLEMENTATION OF DISCUSSION TECHNIQUE IN TEACHING SPEAKING".[10] This study were purposed to know the procedures of discussion technique and to find out the strengths and weaknesses of discussion technique when it was used to teach speaking. The research was a descriptive qualitative research. The subject of the research was the eighth grade students of MTSM 3 Al-Furqon Banjarmasin. The data were taken from observation, field notes and the interview. Further, the data were analyzed qualitatively. It was found that the implementation of discussion technique in teaching speaking was suitable with the procedures of discussion technique based on the theories.

The second was by Dinda Isma Putri entitled, "IMPROVING STUDENTS SPEAKING SKILL THROUGH DISCUSSION TECHNIQUE".[11] The objective of the research

[10] Faoyan Agus Furyanto, "The Implementation of Discussion Technique in Teaching Speaking*". Universal Journal of Educational Research*. 2019. p.60

[11] Dinda Isma Putri, "Improving Students Speaking Skill through Discussion Technique". *Journal JEELS*. 2018. p. 22

is to improve students speaking skill through Discussion Technique. The present research employed qualitative approach with Classroom Action Research (CAR) method. The participants involved were one class of eighth grades consisting of 25 students. The research was conducted in three cycles. Classroom observation, test, and interview were used to collect the data. The findings lead to a conclusion that this technique can improve students' speaking ability. It is recommended for English teachers to using this technique as a solution to encourage them in teaching speaking skill and to motivate their students to be more active in learning.

The third by ketut, entitled, "THE EFFECT OF DISCUSSION TECHNIQUE AND ENGLISH LEARNING MOTIVATION TOWARD STUDENTS' SPEAKING ABILITY".[12] The study used a 2X2 factorial design, which involved a sample of 96 students. The data were collected by using questionnaire and a speaking test then analyzed by Two-way ANOVA. The result indicates that (1) there was a significant difference in speaking ability between the students who were taught by using discussion technique and those taught by using the conventional technique; (2) there was a significant interactional effect between the teaching techniques applied and students' motivation toward their speaking ability; (3) there was a significant difference in speaking ability between students with high English learning motivation who were taught by using discussion technique and those taught with the conventional technique; and (4) there was significant difference in speaking ability between the students with low English learning motivation who were taught by using discussion technique and those taught with the conventional technique.

[12] ketut entitled, "The Effect of Discussion Technique and English Learning Motivation Toward Students' Speaking Ability". *Universal Journal of Educational Researc.*Vol 1. 2013

The fourth was by Nabila Hasri Ainun, Ari Nurweni, Lilis Sholihah entitled "THE IMPLEMENTATION OF VOICE NOTETING THROUGH WHATSAPP IN IMPROVING STUDENTS' SPEAKING ACHIEVEMENT".[13] The sample of this research was 30 students in grade XI of senior high school level in Lampung Province. The data were collected by using speaking test. Then, the data were analyzed by using Paired Sample T-Test in SPSS. The result showed that there was statistically significant improvement of students' speaking achievement after the implementation of voice noteting through WhatsApp.

The fifth was by Hega Nurazizah, Lilies Youlia Frihatin and Bambang Ruby Sugiarto entitled "WHATSAPP VOICE NOTE IN SPEAKING CLASS". This study involved 35 students of the tenth grade (X MIPA 1) and one English teacher. In conducting this study, the writer used qualitative approach. Instruments used in this study were classroom observation, interview, and questionnaire. The data analysis of this study were coding and summarizing. The results of this study showed that nine steps were used by the teacher in the teaching and learning process through WhatsApp voice note in speaking class on narrative text.

The difference of those researches above with the writer's is about the setting of place and rubric for scoring students speaking test. Which the previous researches were used rubric from David Hariss, while in this research the writer rubric from Douglas Brown.

H. Systematics of the Research

The writer organizes the research paper in the five chapters. In order to the research paper can be arranged

[13] Nabila Hasri Ainun, Ari Nurweni, Lilis Sholihah "The Implementation Of Voice Noteting Through Whatsapp In Improving Students' Speaking Achievement", *Journal of Information Education*, 2018. p.3

Nurazizah, H., Friatin, L. Y., & Sugiarto, B. R, "Whatsapp Voice Note in Speaking Class". *Journal of English Education and Teaching*, 2019. Vol. *3*. p 343

clearly. The first chapter is introduction. It introduces the background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significant of the research, review of the previous research and the last is systematics of the research.

The second chapter contain with the review of the theoretical framework. In this chapter the writer discussed about the definition of speaking, the elements of speaking, the delivery methods of speaking, points to consider about speaking, teaching speaking, the definition of whatsApp, the use of whatsApp, the procedure of teaching speaking by using voice note in whatsApp, the advantage of whatsApp, the disadvantage of whatsApp, definition of textbook, procedure of teaching speaking by using textbook, the advantages of textbook, the disadvantages of textbook and hypothesis.

Third, in this chapter is method of research. In this chapter the writer discussed about place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

Fourth, this chapter provides some recommendation and conclusions related to findings and discussion of the research.

Fifth, in the last chapter on this research thesis provides some recommendation and conclusions related to findings and discussion of the research.

CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer explains about the theoretical framework which includes the theoretical framework about speaking, whatsApp, textbook and hypothesis.

A. Speaking

1. The Definition of Speaking

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

According to Jones speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across".[14] Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message. Bygate says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business".[15]

Meanwhile, Donough and Shaw state, "There are some reasons for speaking involved expressing ideas and

[14] Rhodry Jones, *Speaking and Listening,* (London: John Murray Publishers Ltd, 1989),p.14

[15] Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking,*(Oxford: Oxford University Press, 1997), p.viii

opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking".[16]

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person.

2. Types of Speaking Performances

Brown describes there are six categories of speaking skill, there are[17]

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The lecture uses drilling in the teaching learning process. By using drilling, students can get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that practices some phonological and grammatical aspects of language. The students must do the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very

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[16] JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Melbourne: Blackwell Publishing, 2003), p.134.

[17] David Nunan, H. Douglas Brown, "*Principles of Language Learning and Teaching*", (London: Longman,2001), p. 251.

short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of delivering or exchanging specific information. For example, a conversation between a buyer who asking about the price for a kilo of rice to the seller.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations, games and speech.

f. Extensive (monologue)

It is a kind of single speaking or there are no partner to make a direct conversation. For example, teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speech.

Based on the theory above, it can be concluded that there are many ways in performing speaking. In this research, students used Extensive (monologue) for recording their assignment.

3. The Elements of Speaking

There are five components are generally recognized in analyzing the speech process.[18] The elements are:

a. Pronunciation

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce

[18] B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), pp.70-71

phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.[19] At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.[20] Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.[21] It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

According to Gower et-al, fluency can be thought of as 'the skill to keep going when speaking spontaneously'.[22] When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because

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[19] Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), p.343.

[20] Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: Harcourt Brace College Publishers, 1998), p.14.

[21] Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

[22] Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100

comprehension can make people getting the information they want.

4. Points to Consider about Speaking

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. Jones stated that there are some points to consider about speaking. They are:

a. Clarity

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

b. Variety

Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

c. Audience and Tone

The way you speak and the tone you use will be affected by the audience to whom you are speaking[23].

5. Speaking Problems

Douglas Brown states problems in speaking.[24] They are:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

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[23] Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989),p.14

[24] H. Douglas Brown, *Principles of language Learning and Teaching*. (San Fransisco: Pearson Education, 2000), p.350

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the language teacher's tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

6. Teaching speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[25] Nunan in Intan said Speaking is crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills of memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in the way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. What is meant by teaching speaking is to teach English foreign language learners to:

a. Produce the English speech sounds and sounds patterns.
b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
c. Select appropriate words and sentences according to proper social setting, audience, situation and subject matter.
d. Organize their thoughts in a meaningful and logical sequence.

[25] Chaney, A.L and T.L. Burk. *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon., 1998), 13.

e. Use language as means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.[26]

B. Text

1. Definition of Text

A text is a meaningful linguistic unit in a context. According to Sanggam Siahaan text is both a spoken text and a written text.[27] A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.[28] It means that text is a number of words to give a message to somebody in written or spoken.

2. Genre of Text

According to Gerot and Wignel classify the genre into thirteen types. They are:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

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[26] Intan, *The Influence of Students" Participation in English Club and Their Speaking Fluency at State Vocational High School Ibnu Taimiyah Pekanbaru* (Skripsi: UIN Sultan Syarif Kasim Riau, 2018), 10.

[27] Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu , 2008), p.1.

[28] Mark Anderson, Kathy Anderson, *Text Type in English* (South Yarra: Mackmillan Education Australia, 1997), p.1.

d. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Review is a text to critique an art work or event for a public audience.[29]

Based on those explanations, it can be concluded that there are many kinds of text. The kinds of the text those must be taught to students in speaking for increasing the students' speaking skill. In this research, the writer only focused in analytical exposition that was taught for students' speaking skill at the eleventh grade based on the syllabus in second semester.

3. Analytical Exposition

a. Definition of Analytical Exposition

According to Gerot and Wignel analytical exposition text is a text that tells the reader or listener about something in the case.[30] To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc.

It can be summed up that an analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

b. Generic structure of Analytical Exposition

The generic structure of analytical exposition usually has three components:

[29] Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*(Sydney: Gerd Stabler, 1994), p. 192-220

[30] Ibid p. 156

1) Thesis

Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.

2) Arguments

It consists about Point and Elaboration. Point, states the main argument. Elaborations, develops and supports each point of argument.

3) Conclusion Reiteration (restatement)

Consist of the conclusion of the statement or restate the statement of the writer.

From the above explanation the writer concluded that the generic exposition text structure has three stages, the first thesis contains the author's view of a problem simply. The second argument this section contains several further explanations of the thesis's simple description. The third repetition of this section is the concluding part that always lied at the end of the paragraph containing the rewriting or replacement of the main ideas contained in the first paragraph.

c. Language features of Analytical Exposition Text

According to Gerot and Wignel analytical exposition text has of five characteristic of language features. They are:

1) An analytical exposition focused on generic human and non-human participants.
2) The use of emotive words
3) The use of simple present tense
4) The use of relational processes
5) The use of casual conjunction and enumeration is sometimes necessary.[31]

[31] Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*(Sydney: Gerd Stabler, 1994), p. 197

d. Example of Analytical Exposition Text

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speeches or lectures, research reports etc.

The Importance of Mastering English

Assalamu'alaikum Warahmatullahi Wabarokatuh,

The honorable of teacher,

And my loving brothers and sisters

Ladies and Gentlemen,

Language plays an important role in human life. One tries to acquire, learn and use language as a means of communication, and simultaneously as social symbol of humanity. By using language someone could make statements, convey facts and knowledge explain or report something, and keep social relations among the language users. These indicate that by means of language, people can express their ideas, feeling, information etc through communication.

Ladies and Gentlemen,

In such developing country like Indonesia, English has a vital role in all aspects of life, particularly in science and technology. Furthermore, it can be used for developing relationships in the international forum, for reading English book *(especially for students from primary school up to colleges/university)*, to tighten the relationship among nations in the world, etc. As students, we learn English are intended to obtain various knowledge, to comprehend and understand the textbooks learned in English, to gain knowledge and skills, and to be ready enter to the university, as one of the test requirements for students of senior

High School (SMA), etc. Looking at the above important roles of English, that is why English is very important to understand and to master by every people throughout the world since before.

My brothers and sisters!

At the end of my speech, I will quote a wise expression: *"ENGLISH WILL MAKE EVERYBODY SURVIVE AND GO ANYWHERE".* This expression reminds us how importance of English for human life is. As global or universal language, English is not only enables us to communicate and interact with every people throughout the world, but also it could alter our life to be better. Furthermore, we also must be aware that the western countries play extra ordinary role in developing and keeping science and technology. Thus, if we want to be a skillful scientists, linguists, and be able to compete with the other countries in the world, we must understand, master and learn the language they use, namely English.

Ladies and Gentlemen,

I think it's completely enough for me to this point. The wrong utterances are caused by limitation of my ability and the right one is merely from Allah SWT. So, I beg your pardon, finally I say.[32]

Wassalamu'alaikum Warohmatullohi Wabarokatuh

National Heroes Day

Assalamualaikum wr wb

Good morning Ladies and Gentlemen.

Honorable all of the committees.

Honorable to all of the judges and the audiences here.

First of all I would like to say thanks to Allah for giving me blessings and health.

[32] https://www.finansialku.com/pidato-bahasa-inggris/. Accessed in July 2023

Ladies and Gentlemen,

Every November 10th we always commemorate our The Day of Hero. We know that Independence is not free. There are so many struggles and sacrifices to get it. They, who died fighting for our independence, are called heroes. A hero didn't ask anything. They dedicated all their lives for our freedom, Indonesian freedom.

As students, we have to respect and appreciate our heroes. We can continue their struggle by studying hard. We must pray to them every day. Even before we started our lesson. Don't forget to hold their pictures on the wall. I don't want to hear that a student can't answer the questions about heroes. I don't want to hear that students don't know their heroes.

Thank you for the attention.[33]

Wassalamualaikum wr wb.

C. Media

1. Definition of Media

Media is a tool used for understanding the material delivered by a teacher, in the form of print or electronic media. Media were also a tool to facilitate the application of the components of the learning system so that the learning process can last a long time and be effective.

Learning tools that are very helpful to make it more effective and attractive to use are called props. Harmer said that media activities that use learning media that involve students are commonly used in conveying and manipulating language which usually uses images and objects.[34] It means that media can increase student activities in making learning

[33] https://www.finansialku.com/pidato-bahasa-inggris/. Accessed in July 2023

[34] Jeremy Harmer, "*The Practice of Language Teaching*", (Cambridge: Ashford Colour Press, 2007), p. 177.

media as well as image objects and other media that can convey material to students.

The existence of print media can help and provide opportunities for someone to master reading and writing skills, while electronic media provides resources for teachers to increase knowledge about language skills such as speaking and listening.[35] Most of the students, especially high school students have presented techniques as computers, DVDs, alternative whitepapers.[36] It means that in the schools today, many have used learning mediums in the classroom, by utilizing technology such as computers, laptops, projectors, so that most teachers display learning material by making power points or displaying a video or image that matches the material presented.

Based on the explanation above, it can be concluded that media is a tool used to convey material from a teacher to students. Media can be in the form of print or electronic media. Media is very effective to use because it can help in the teaching and learning process so that students do not feel bored in learning activities in class. Media are also a tool to facilitate the learning process activities. Media can also help teachers present their learning material.

2. The Use of Media in Teaching Speaking

Media is a messenger technology that can be used for learning needs. With the learning media a teacher can easily convey learning material. Media are also communication tools used in the learning process to carry information in the form of material so that students become more interested in participating in learning activities. Teach, learning media are anything that can be used as a tool to convey messages that

[35] Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media in Teaching*". In John Gultig (Ed.). (Africa: South African Institute for Distance Education, 2010), p. 91.

[36] Robert E.Slavin, "*Educational Psychology: Theory and Practice*", (10th Ed). (Johns Hopkins University: Pearson, 2012), p. 268.

can stimulate students' thoughts, feelings, attention, and desires to learn. In teaching and learning activities, a teacher uses learning media to assist in learning objectives during the process of teaching and learning.

The utilization of instructional media is usually to attract students' attention, and to clarify the delivery of material in class, and to overcome space and time limitations, and also to make learning activities more effective. The use of media to teach speaking does not only use books but also in today's modern era. Many media are more attractive and effective to use, such as media through applications.

One of the themes is education software that can help to teach speaking in class, such as:

1. Learn English Sounds Right is an application for learning, especially pronunciation. How to pronounce vowels, consonants, and double sounds (diphthong). Equipped with audio for phonemes and examples of word usage.
2. English Conversation Practice, this one application will help you to learn all the common conversations in English. Besides, what makes this application different from the others is that you are allowed to record the results of your conversation. So you can evaluate how your pronunciation is when you speak.[37]
3. Voice note in WhatsApp can avail someone learns to speak in English. By using the Voice note feature in WhatsApp a person can assess his potentiality to speak.

D. WhatsApp

1. The definition of WhatsApp

WhatsApp is a mobile instant messaging application basically used for chatting. WhatsApp instant messaging facilitates online collaboration and cooperation between

[37] 4Renica Ryadi, "*Learn English*". September 2019 at 11:41 AM.https://www.kampung inggris.id/15-aplikasi-terbaik-untuk-belajar-bahasainggris#English_Listening_and_Speaking. Accessed on April 2022. 14:07.

online students connected from school or home. We also can make group chats in this application, so the discussion can be joined not only between two students but also among tens even hundreds of students. This feature helps teacher to have the online discussions with students which also can be used to improve students' speaking ability.

As stated by Bouhnik interpreted the data from Cohavi, WhatsApp is a smartphone application that operates on nearly all current types of devices and operating systems. The application has been on the market since 2010; the declared purpose of the developers was to replace the existing messages to and from individuals or groups, WhatsApp includes a variety of functions, such as text messages, attached images, audio files, video files, and links to web addresses. Over the last two years, the application has become very popular, gaining over 350 million users and is rated the most downloaded application in 127 countries.[38]

2. The Use of WhatsApp

Technically, people allowed accessing the information rapidly using WhatsApp. The program is accessible to a variety of people of different ages and backgrounds because of the simple operation schemes. WhatsApp enables communication with anyone who possesses a Smartphone, has an active internet connection, and has installed the application.[39]

Since WhatsApp has many features to make the users easy to communicate with each other, there is one of features called Voice Message which provides the users to instantly communicate with contacts and groups. It provides an enriching chat experience and people can use it to deliver

[38] Dan Bouhnik and Mor Deshen. WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students. *Journal of Information Technology Education: Research.* Vol 13. 2014

[39] Bouhnik, *op. ci.t,*.p. 218

important and time-sensitive information. This Voice Message feature is downloaded automatically.

With this simple operation, WhatsApp can be used as the media to learn English. The teacher can creatively use this application by discussing several motions; sharing pictures to be discussed even hear each other's voice using the Voice Message. WhatsApp helps the students to learn language better and enhances their English proficiency; the use of WhatsApp helps students in expressing themselves freely without feeling embarrassed. The flexibility of WhatsApp is potential to bridge the diverse of learning needs in speaking English especially the daily conversation. The teachers' role in the use of WhatsApp as the media to learn language as an evaluator who helps in correcting and commenting on the students' responses and it is an active participation in the interchange of the conversation.[40]

Yalcinalp and Gulbahar cited in Yeboah & Ewur articulate the value of the application as follows: "encourage learners to learn by anticipating needs, make collaborative learning efficient and effective, and build a relationship that stimulates learner-to-learner for consistent and progressive learning". [41]

3. Voice note in WhatsApp

Voice note is simple feature which records sound from microphone. This voice message can be sent via text message or instant messaging applications like whatsApp. Users simply hit the record button, record their voice message, and then send it to the recipient. The recipient can play back the voice message and listen to it at any time. This whatsApp feature had given by the producer of each cell phone in all

[40] Izyani Mistar, Students' Perception on the Use of WhatsApp as A Leaning Tool in ESL Classroom. *Journal of Education and Soial Sciences*, Vol. 4. 2016.

[41] Johnson Yeboah and Geoge Dominic Ewur. The Impact of WhatsApp Messenger Usage on Students Performance in Tertiary Institutions in Ghana. *Journal of Education and Practice.* Vol. 5, No. 6. 2014.

types. Nowadays, this feature is not only used to communicate but this feature can also be used as a learning medium. There are many application also can found in every smart phones and you can find various voice recording applications in Google Play Store, but in this research the write chose the voice note feature in whatsApp.

4. The procedure of Voice Note

a. Make sure the internet data is on
b. Open whatsapp application. If you still do not have whatsapp application you can download it in play store or apps store.
c. Find the teacher contact to send the voice note.
d. The students could press record symbol to record their voice.
e. After finishing voice recording the students can send the voice note.

5. The Advantages and Disadvantages Voice note in WhatsApp for Speaking

All medium used by the teacher in teaching certainly has advantages and disadvantages. Voice note in whatsApp also has advantages and disadvantages, including:

The advantages voice note

a. Reduce anxiety when speaking.[42] Voice note in whatsApp can make the students became more confident and had more courage in exchanging their thoughts and arguments.
b. Voice note in whatsApp can be played repeatedly.
c. Activities while recording in voice note can be done online. WhatsApp provides the easiness of using it.

[42] Nabila Hasri Ainun, Ari Nurweni, Lilis Sholihah. "*The implementation of voice Chatting through WhatsApp in improving students' speaking achievement"* p.4

This activity can be done efficiently due to its flexibility in terms of time and place.

d. Information and knowledge are easily constructed and shared through WhatsApp instant messaging.[43]

Since voice note WhatsApp has many benefits to help teachers in providing media to teach speaking, With that feature, students and teachers can communicate without facing each other; they just need to record themselves in the voice note and send it to make the communication happens. This also can reduce the anxiety of students that they got when they are speaking in English face to face.

The disadvantages of voice note

a. Because of WhatsApp is basically an application which need the internet connection, therefore WhatsApp is depending on how good the internet connection of the user is.

b. While recording the recorder can't be pause on the middle of recording. So when the students make a mistake while recording, they have to start over from the beginning.

c. WhatsApp really needs space for saving all the data sent from this application.

Although many disadvantages when using voice note in whatsApp as a media, but there are also some disadvantages voice note for facilitating speaking. When the voice note is not sent when the network is bad, then we just need to resend the message. The recording will not be deleted if it has not been sent. Because the voice note feature can't be paused while recording voice, so when recording voice you have to know what you want to talk about. If not, you have to start over again. And the

[43] Chokri Bahroumi, The Effectiveness Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. *Contemporary Educational Technology*, 6(3). 2015, 221-238.

last is space for data. Voice note doesn't take up much space if the recording isn't too long.

E. Discussion Technique

1. Definition of Discussion Technique

There are many techniques that can be used by the teacher, one of them is discussion technique. According Roestiyah discussion technique is one of the techniques of teaching and learning is done by the teacher at the school. Discussion is part of learning technique which teacher delivers the material and students to discuss in groups. According to Tarigan discussion is a cooperative activity.[44] Discussion can be attended by all students in the class, all the students wbe divided into groups with members of the group who are not too much, so that is easier for teacher to observe students work.

Brookfield said that discussion is an important way for people to affiliate with one another, to develop the sympathies and skills that make participatory democracy possible. Discussion technique could be an effective organizational medium for encouraging, clarifying, and guiding students' participation in planning classroom activities, both academic and social.[45]

Robert A Slavin explained that to arrange an effective discussion, the group discussion session will be divided into three parts such as follows:

Step 1: Pre-discussion Activities, in this activity, the teacher gives an example of reading text to discussion in groups and read it in 5 minutes.

Step 2: Whilst Discussion Activities, in this activity, the students read and do the small group discussion about the reading text, answering the questions that was given by the

[44] Tarigan, *Op.Cit*, P.40.

[45] Brookfield, *Discussion as a Way of Teaching*, (San Francisco: Jossey Blass A Willy Imprint, 2005), p20

teacher, report their own discussion on the piece of paper that was provided by the teacher, and present the result of their discussion in their own group first and to other groups in panel discussion, while other member of group may debate, clarify, give opinion, and criticize.

Step 3: Post Discussion Activities, in this activity, activities the teacher collects the works of group discussion, and then comments the group discussion and giving the reward (score) to each group and members group who participate in discussion, give some corrections if any, and also give several oral question to members of group randomly.[46]

According to Slamet, the discussion is done by presenting a topic and students are asked to discuss it.[47] As the discussion leader in the classroom the teacher should provide interesting material in this activity, so the students can make the good discussion. Discussion were conducted to determine the students' ability to express opinion, maintains, respond to ideas and thoughts presented by the students.

Meanwhile, Stephen stated in discussion as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. They explained further that it is only through discussion that one can be exposed to new points of view and exposure increases understanding and renews motivation to continue learning.[48] Discussion is a method of teaching that works on the principle that many people are to put heads together in terms of knowledge and ideas to find solutions to specified problems. The activities of the discussion group are to be regulated and directed by the teacher or an appointee of the class.

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[46] Robert, *Discussion Method Teaching: A Practical Guide*, (Moscow: University of Nebraska Press, 1989), p33

[47] Slamet, *Pembelajaran Keterampilan Berbahasa Indonesai Teori and Aplikasi*, (Yogyakarta: Graha Ilmu, 2014, ed.2) p.56

[48] Stephe, *Discussion as a way of teaching*, (United State of America: Jossey Bass Press. AWilley Imprint, 2005), P.45

From above explanation it can be conclude that discussion technique is a technique of teaching where teacher provide the materials by forming several students into group and the teacher gives the material that be discussed to the students. This technique can make the students be able to speak in expressing ideas and opinion in a topic. Further, the environment will not be threatening so that the learners are eager to communicate. Teaching speaking through discussion also provides an opportunity to develop accuracy, fluency and keep the learners highly motivated.

2. The Procedure of Teaching Speaking by using Discussion technique

a. Make students into group, consist of 5-6 students.
b. The teacher explain the material.
c. The teacher give the students' task that to be discussed.
d. The students discussed about the material maximal in 40 minutes.[49]
e. The teacher appoint a representative to present their discussion.[50]

3. The procedure of teaching Speaking by Using Discussion and Voice Note

a. Make students into group; consist of 5-6 students.
b. The teacher explains the material.
c. The teacher gives the students' task that to be discussed.
d. The students discussed about the material maximal in 40 minutes.[51]

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[49] J. Bulatau, *Teknik Diskusi Berkelompok*, Yayasan Kanisius, Yogyakarta, 1971, P.15.

[50] Romlah Tatiek, *Teori dan Praktek Bimbingan Kelompok*, Universitas Malang, 2001. P.99

e. The teacher appoints a representative to present their discussion.[52]

f. The students are asked to prepare an exposition text and then record the text by Voice note in WhatsApp.

4. The Advantages and Disadvantages of Discussion Technique

There are some advantages and disadvantages of discussion technique, including:

The advantages of discussion technique

a. Stimulating the creativity of the students in the form of ideas in solving a problem.

b. Develop respect for other people opinions.

c. Expanding horizon.

d. Fostering discussion to get used to reach a consensus in solving a problem.[53]

The disadvantages of discussion technique

a. Talks sometimes distorted, so it takes a long time

b. It cannot be used in a large group

c. Participants received limited information

d. Can control by people who like to talk or want to stand out.[54]

F. Hypothesis

Based on the theories and frame of thinking above, the writer proposes hypotheses as follows:

H_a: There is significant influence of discussion technique towards students' speaking skill in analytical exposition text

[51] *Ibid*, p.15
[52] *Ibid*, p.99
[53] Bahri, *Op.Cit*, P.87.
[54] *Ibid*, p.87.

at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023.

H_o: There is no significant influence of discussion technique towards students' speaking skill in analytical exposition text at the second semester of the eleventh grade of SMAN 1 Negeri Agung in the academic year of 2022/2023.

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