

**THE INFLUENCE OF COMMUNICATIVE GROUP
TECHNIQUE TOWARDS STUDENTS' SPEAKING
SKILL AT THE TENTH GRADE OF MA
ISLAMİYAH WAY KANAN IN
ACADEMIC YEAR 2022**

A Thesis

(Submitted to The English Department
As a Partial Fulfillment of Requirements
For Seminar Proposal)

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2022/2023**

ABSTRACT

THE INFLUENCE OF COMMUNICATIVE GROUP TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF MA ISLAMIYAH WAY KANAN IN ACADEMIC YEAR 2022/2023

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The objective of this research was to know whether there was significant influence of using Communicative Group Technique towards students' speaking skill. Speaking is a skill to deliver ideas orally. The research methodology of this research was quasi experimental design. In this research, the population was the tenth grade of MA Islamiyah Way Kanan which consisted of 82 students in 3 classes. The sample of this research was two classes which consisted of 54 students for experimental class and control class. In the experimental class, the researcher used Communicative Group Technique, and in the control class the researcher used direct method. In collecting the data, the researcher used instrument in the form of speaking test. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test. From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a was accepted because $Sig. < \alpha = 0.000 < 0.05$. Therefore, there is a significant influence of using Communicative Group Technique towards students speaking skill at the first semester of the tenth grade of MA Islamiyah Way Kanan in the academic year of 2022.

Keywords : Communicative Group Technique, Speaking Skill, Quasi Experimental Research.

DECLARATION

I hereby state that this thesis entitled “The Influence Of Communicative Group Technique Towards Students’ Speaking Skill At The Tenth Grade Of Ma Islamiyah Way Kanan In Academic Year 2022” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, Juni 2023

Declared by,



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MOTTO

وَإِذَا قَرَأْتَ الْقُرْآنَ جَعَلْنَا بَيْنَكَ وَبَيْنَ الَّذِينَ لَا يُؤْمِنُونَ بِالْآخِرَةِ حِجَابًا مَسْتُورًا

45. And when you recite the Qur'an, we put between you and those who do not believe in the Hereafter a hidden veil.(QS Al-Isra' (17) : 45)¹



¹ Maulawi Sher 'Ali, *The Holy Qur'an, Arabic Text and English Translation*, (UK: Islam International Publications Ltd, 2004) p. 321 .

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

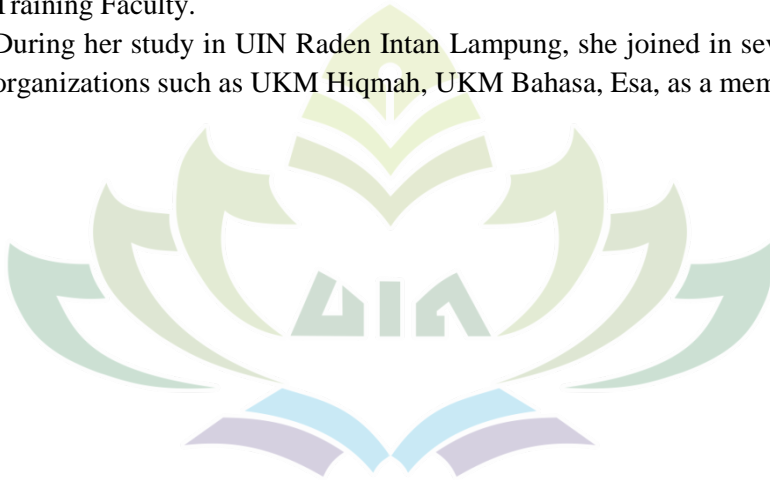
1. Allah SWT always gives me hope that I cannot even imagine finishing this thesis.
2. My Prophet Muhammad SAW who bring us from the darkness into the bright era then I have the strength to finish this thesis with spirits.
3. My beloved parents, Mr. Syaiful Ahmadi, S.Pd, and Mrs. Hayani, who always love me and keeps on praying every time for my life, and guide me to be success in my study and my life. Thanks for all the motivation and support. I love them so much.
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10. All of the part of English Education A class 16.

CURRICULUM VITAE

The name of the writer is Dian Alawiyah. She was born in Way Limau on May 10n, 1999. She is the first child of Mr. Syaiful and Mrs. Hayani. She has two young brothers, Ade Eko Setiawan and Syahrin Yusuf.

The writer began his school at SDN Gedung Batin in 2005 and she graduated in 2010. In the same year, she continued his study to MTs Islamiyah and graduated in 2013. After that, she continued his study to MA Raudhatul Muta'allimin and and graduated in 2016. In the same year she continued his study in UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined in several organizations such as UKM Hiqmah, UKM Bahasa, Esa, as a member.



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Bandar Lampung,
The Researcher

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CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation is the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

1. Communicative group technique

Communicative group technique is a technique of teaching speaking by designing students into various groups to conduct the communicative activities or projects. The communicative activities are games, picture differences, describing pictures, discussion, role play, debate, and question answer.¹ In other words, the communicative group technique is a technique of teaching speaking that divides students into groups to carry out communicative activities or projects.

2. Speaking Skill

It is a skill to process the language and deliver it orally. Speaking skill are defined as the ability to communicate effectively. They enable us to communicate information verbally and in a way that the listener can understand. Speaking is a two-way street in which information is shared and, if necessary, acted upon by the listener. In order to communicate effectively, it is necessary to develop both speaking and listening skills.² The ability to speak confidently and fluently is something that children will learn in school and will benefit them throughout their lives.

¹ Dornyei, Zoltan and Tim Murphey, *Group Dynamics in the Language Classroom*, (United Kingdom: Cambridge University Press, 2003), p102

² Louma, *Assessing Speaking*, (United Kingdom: Cambridge University Press, 2004), p.17

B. The Background of Problem

In the Indonesian context, English speaking skills are considered as important as other English skills taught in Indonesian schools. This is based on the Decree of the Minister of Education and Culture and for secondary schools that speaking is taught along with the other three language skills, listening, reading and writing. In vocational schools, the aim of teaching English is to help students master the basic knowledge and skills of English to support and develop skills in English to communicate both orally and in writing at the secondary level.³ It means that the goal of English instruction in vocational schools is to help students grasp the fundamental knowledge and abilities of English in order to support and build skills in English to communicate both orally and in writing at the secondary level.

In daily activities, humans cannot be separated from communication. With communication, people can convey what goals they want such as in work, education and the environment. With the development of the era, a very important language such as English because English is an international language used by every country.⁴ People can express their desires in areas such as work, education, and the environment. As the era progressed, a highly vital language such as English became more important because English is an international language utilized by every country.

The main skill that must be mastered by students in terms of communication needs is speaking. This is because the ability to speak a language is identical to knowing that language because speaking is the most basic means of human communication. In addition, English is an international language that is considered very important as a means or medium for the absorption, transfer, and development of science, technology, arts and culture, as well

³Sofhia Annisa, "Teaching Speaking in English Using Contextual Teaching and Learning," *ENGLISH EDUCATION JOURNAL (EEJ) Vol.6, No. 4* (2015): 497–510.

⁴Nur Elmi Hidayati, "The Effect of Using Small Group Discussion Technique on Students' Speaking Skill at XI Grade of Mas Kepenuhan" *Journal University of Pasir Pangairan Vol.5 No 2* (2019): 109.

as building relationships with other nations. By learning English, a person will be exposed to this knowledge internationally. Therefore, learning English is very important because of the globalization of information today.

Speaking is the delivery of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others. the ability to pronounce articulation sounds or words clearly and well and correctly. Speaking can also be interpreted as delivering a message to the recipient of the message. The message received by the listener is not in the original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the sound of the language into its original form.

Richards states in Abd. Syakur that in speaking we tend to get things done, explore ideas, work on some aspect of the world, or just be together. Speaking English well also helps students access and update information in the fields of science, technology and health. Students must master all components of speaking skills. This skill is an important indicator for a person's success to be able to speak English correctly and fluently.⁵ Speaking is ability to say something which involved the ability in using the words in the correct order, correct pronunciation, right grammatical form, and meaningful context (fluency) and choosing the choice of words(vocabulary) in the process of interpreting and negotiating meaning in conveying messages to establish and maintain social relationship.

Factors that can support the effectiveness of speaking are required a) mastery of language, b) language, c) courage and calm, d) ability to convey ideas smoothly and regularly. There are two factors that influence speaking activities, namely linguistic (linguistic) and non-linguistic (non-linguistic) sequence factors. Speaking activities also require things beyond language skills and knowledge. Supporting factors in speaking activities are as

⁵Syakur et al., "Improving English Language Speaking Skills Using 'Absyak' On-Line Learning Model for Second Semester in Higher Education." *BirLE-Journal Vol.3 No.2*, (2020): 685.

follows. Linguistic factors, including a) accuracy of speech, b) placement of appropriate tone, joint or duration, c) choice of words, d) accuracy of sentence use and grammar, e) accuracy of the target of the conversation. While non-linguistic factors include a) a reasonable, calm and not rigid attitude, b) the view must be directed to the other person, c) willingness to respect others, d) appropriate gestures and expressions, e) loudness of voice, f) fluency, g) relevance, reasoning, h) mastery of the topic.⁶

However, in reality many problems are found in the field. Arnold stated in Dea Aries Fitriani Foreign language learning experienced feelings of frustration because of not being able to participate in speaking activities. Most EFL learners and perhaps some teachers believe that oral communication problems can be solved through more practice in vocabulary and structure, learning and using language in foreign contexts is closely related to learners' self-construction. Actually, achieving fluency in speaking is not easy. Students are not only required to use grammar correctly or have good pronunciation and vocabulary, they are also required to know how to use the language. Hinkel claims that communication problems occur because learners encounter a word they don't understand, a form of a word they don't know how to use, or find that they cannot express its intended meaning.⁷ It means that speaking fluency is difficult to achieve. Students must not only utilize precise grammar and have high pronunciation and vocabulary, but they must also know how to use the language.

Lawtie stated in Dea Aries Fitriani that speaking difficulties can be influenced by a person's emotional state, self-confidence, shame, anxiety, nervousness, and worry. If the students themselves do not believe that they are capable of speaking, it has become a big problem for them. Speech is often clearer when a

⁶Endang Setiyo Astuti, "Faktor-Faktor Yang Mempengaruhi Speaking Performance Mahasiswa Jurusan Pendidikan Bahasa Inggris," *Jurnal Filsafat, Sains, Teknologi Dan Sosial Budaya* Vol.25, No. 2 (2019): 28.

⁷Rahayu Apriliaswati, Dea Aries Fitriani, and Wardah, "A Study on Student's English Speaking Problems in Speaking Performance," *Journal Language and Arts Education Department, n.d. Vol.4 No.9.* (2015)

person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties. Therefore, finding a way out to solve speaking problems is very important so that students can speak English better.⁸ It means that a person's emotional condition, self-confidence, embarrassment, anxiety, uneasiness, and stress can all have an impact on their ability to talk. It has become a major issue for the students if they do not believe they are capable of speaking.

Speaking problems are some of the problems that make a person less able to speak. According to Doris and Jessica, language problems are one of the important reasons behind poor academic performance. These problems may be an obstacle for students to improve their speaking skills. The reason why students have problems in their speaking is that they are poor in grammar, vocabulary, and pronunciation. These problems are included in linguistic problems.⁹ It means that Language difficulties are one of the major causes of poor academic achievement. These issues may make it difficult for pupils to improve their public speaking skills.

Based on the preliminary research by interviewing the English teacher. It was found that the students feel shame to start speaking, the students assume that speaking is difficult to learn and they have difficulties in creating sentence orally. These main problems are caused by the less knowledge of vocabulary, so that when the students try to create sentence or deliver their idea, they often get stuck and need more time to think about the sentence.

Based on these problems, the researcher wants to try a technique that might be good to influence the students' speaking skill. There are many techniques which can be used for teaching learning speaking. One of them is communicative group technique.

Communicative group technique is a technique of teaching speaking by designing students into various groups to conduct the

⁸ Ibid., 106.

⁹ Ibid., 107.

communicative activities or projects. The communicative activities are games, picture differences, describing pictures, discussion, role play, debate, and question answer. This technique includes: (a) how to design a group; (b) cooperative learning; and (c) communicative activities. There are so many activities given by the teacher in grouping the students such as: question – answer, matching the words, describing picture, and guessing. After finding the members of the group, the teacher will give them communicative activities which will be done as a group work¹⁰. It means that communicative group technique is a technique of teaching speaking that divides students into groups to carry out communicative activities or projects. Games, picture differences, describing pictures, discussion, role play, debate, and question answer are examples of communicative activities.

Referring to this explanation, the researcher is interested to conduct research entitled: **“The Influence of Communicative Group Technique towards Students’ Speaking Skill at the Tenth Grade of MA Islamiyah Way Kanan in Academic Year 2022/2023.”**

C. Identification of Problem

Based on the background of problem above, the researcher found some problems in students’ speaking skill as follows:

1. The students feel shame to start speaking
2. The students assume that speaking is difficult to learn
3. The students have difficulties in creating sentence orally

D. Limitation of Problem

The influence of Communicative Group Technique towards students’ speaking skill.

¹⁰ Crandall, *Language Teacher Education*, (Cambridge: University Press, 2019), p.226

E. Formulation of Problem

Is there any influence of Communicative Group Technique towards students' speaking skill?

F. Objective of the Research

To know the influence of Communicative Group Technique towards students' speaking skill

G. Significances of the Research

The research was intended to give some used in English teaching feild. The significant of the research as follows :

1. Theoretical Contribution

The result of this research will be expected to give information for the English teacher about the influence of using communicative group technique towards students' speaking skill.

2. Practical Contribution

The result of this research will be expected to give motivated the students to learn English and increase their speaking skill.

H. Scope of the Research

The scope of this research as follows:

1. The subject of the research

The subject of the research will be the students at the first semester of the tenth grade of MA Islamiyah Way Kanan.

2. The Object of the Research

Object of the research will be the students' speaking skill

3. The Place of the Research

The research will be conducted at MA Islamiyah Way Kanan

4. Time of the Research

In the academic year of 2022/2023.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Speaking

Speaking is oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. According to the definition it means in speaking people must have ability to use the words in the right order with the correct pronunciation, to design the correct grammar for the utterances, and to choose the diction or choice of words.

Speaking is one of the important skill that used in daily life to communicate and convey information, and it's primary purpose to build human connection. Speaking is the spoken productive skill. There are many definition speaking. According to Marriam Bashir "Speaking is productive skill in the oral mode. It is like the other skill; it is more complicated than it seems at first and involved more than just pronouncing words".¹¹

McDonough pointed out that speaking is sometimes undervalued or, in some circles, taken for granted. There is popular impression that writing, particularly literature, is meant to be read and such as prestigious, whereas speaking is often thought of as 'colloquial', which helps to account for its lower priority in some teaching contexts.¹² It can be concluded speaking is an oral expression of an interactive process of constructing meaning which involves phonological and grammatical system and requires the ability to cooperate in the management of speaking turn in order to give information and ideas.

¹¹Marriam Bashir, et al. "Factor Effecting Students English Speaking Skills", *British Journal of Arts and Social Sciences*, Vol 2, No 1 (2011). 38.

¹² JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Cornwall: Blackwell Publishing Ltd., 2014), 156.

In addition, people must have good speaking skill in order to produce words, express, state, and deliver their thought, ideas and feeling even exchange information and convey meaning by using utterances in the form of communication. Not all speakers have benefit of such immediate listener feedback. Allah SWT in holy Qur'an said about speak in sura Ali Imran/3 : 46:

وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ الصَّالِحِينَ

"And he talks with people in the cradle and when he is grown and he is among the pious "

Based on some opinions given above, the researcher infers speaking is a form of communication. Speaking is communicative activity to produce some words or sentence to express the feelings, ideas, wish, etc. Then it's delivered to listener for achieving information. As human beings, especially social creature we need to express our thoughts, opinions, or feelings in order to be accepted in social life. So that, it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning a cross.

2. Purpose of Speaking

Kingen proposed the purposes of speaking both the transactional and interpersonal into an extensive list of twelve categories as follows:

- a. Personal - expressing personal feelings, opinions, beliefs and ideas.
- b. Descriptive- describing someone or something, real or imagined.
- c. Narrative-creating and telling stories or chronologically sequenced events.
- d. Instructive-giving instructions or providing directions designed to produce an outcome.
- e. Questioning-asking questions to obtain information.

- f. Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.
- g. Imaginative-expressing mental images of people, places, events, and objects.
- h. Predictive-predicting possible future events.
- i. Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.
- j. Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- k. Explanatory-explaining, clarifying, and supporting ideas and opinions.
- l. Informative-sharing information with others.¹³

And also based on Richard's book said that it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.¹⁴ Based on the points above, it can be concluded that there are 12 categories of speaking objectives, which are very important overall.

3. Activities in Speaking Class

Speaking is a long process for students as always process learn more and more to clearly in talk and even though your speaking is well, learning language is always will sustainable be a long-term education. An interaction is mutually affected individuals with each other individuals.¹⁵ in doing conversation among speaker and listener, they have feedback from the talk to give and receive information from other. Furthermore, people also use speaking when they speech in front of the other people or when they talk with others. Based on the explanations above, it

¹³ Shiamaa Abd EL Fattah Torky, "The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students," *Journal of Ain Shams University Cairo*. 2006, 38.

¹⁴ Jack C. Richards. *Teaching Listening and Speaking (From Theory to Practice)*. (New York: Cambridge University Press, 2008), 21.

¹⁵ Rebecca Hughes, *Teaching and Researching Speaking*, (New York: Longman Publisher, 2010). P. 144

can be concluded that speaking is crucial aspect in learning English to communicate each other in daily activity by a listener and speaker.

In speaking class, the English teacher should prepare appropriate activities for students in order that they can use their potency to speak English in the classroom. Related to speaking activities, there are three extracts of speaking activities in the classroom¹⁶:

1. Interactional uses of language – It is the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting, making Smalltalk, telling jokes, giving compliments, making casual chat of the kind used to pass time with friends or to make encounters with strangers comfortable.
2. A Short Turn – it is consisting of only one or two utterances; a long turn consists of a string of utterances which may last if an hour lecture. What is demanded of a speaker in a long turn is considerably more demanding than what is required of a speaker in a short turn. As soon as a speaker “takes the floor” for a long turn, tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a coherent mental representation of what he is trying to say.
3. The Use of Roleplay – The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of

¹⁶ Agus Suprijono, *Cooperative Learning*, (Yogyakarta: PustakaBelajar Publisher, 2009). P.57

language used by learners in a classroom: they can be shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated, or amused, disapproving or affectionate; they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologizing, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes, or mood of the character being role-played, according to the physical setting imagined, according to the communicative functions or purpose required.

The extracts above are related to the process of speaking ability which can be applied to encourage students to speak up. For this case, the process of achieving expertise in a skill, especially speaking skill was outlined at least three stages: awareness, appropriation; and autonomy. The term appropriation, rather than either controlled practice or restructuring, is used for the second stage because it captures better the sense that learning skill is not simply a behavior (like practice) or a mental process (reconstruction), but one of collaborative construction.¹⁷ Over time, and through social interaction the skill, which is first “other-regulated”, becomes “self-regulated”. Central to the notion of the transfer of control is the idea that aspects of the skills are appropriated. Appropriation has a connotation of asking over the ownership of something, of “making something one’s own.”

Related to types of speaking activities, Thornbury suggested some appropriate activities that can be applied in English classroom, namely: drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, and communication tasks. In this research, researcher dominantly uses drilling and dialogue because they are the appropriate ones to apply based on the students’ condition as respondents in this research. Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher

¹⁷ Scott Thornbury. *How to Teach Speaking*, (USA, Longman, 2007), P. 63.

subconsciously assesses students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher, and possibly other students.¹⁸ Then, Brown added as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:¹⁹

- a. Imitative – at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, several prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.
- b. Intensive – a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.
- c. Responsive – responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request, and comments and the like.

4. Aspects of Speaking Skill

There are many aspects in Speaking Skill. Brown stated that there are four essential components students must master to become proficient speaker in English, namely: pronunciation,

¹⁸ H. Douglas Brown. *Language Assessment Principle and Classroom Practices*, (USA, Longman, 2007), P. 4.

¹⁹ *Ibid.*

fluency, vocabulary, and accuracy²⁰. Those can be described as follows:

1. Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

Fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3. Vocabulary

Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

5. Types of Speaking

Today, teachers need to be more active. They need to be creative in teaching, such as in preparing the materials, making lesson plan and choosing the right technique an activity will be used in teaching. Teacher need to know how to use a variety of activities in the classroom, of course, but teacher also need to be

²⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), P. 168

constantly finding out about new ways of doing things. In using the ESL/EFL classroom, there are many speaking activities and materials available as there are creative teacher.

Many activities are implemented in order to increase student ability in spoken language. Speaking activities provide feedback for both teacher and learner. This feedback beneficial to know the students and problem during the learning process. In line with it Harmer stated that speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

From the description above, it can be inferred that as a teacher he or she want to make a communicative classroom and improve the students and their language ability. Therefore, the communicative classroom students should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise in order to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, a teacher should hand over them with a reasonable environment that would help them to develop their skills. The classroom activities can help the students to develop their ability to express themselves through speech and action without omitting the component of a language course. Students can get a feedback and motivation from speaking activates as opportunities for rehearsal in their learning process.²¹

Maria del Mar Suarez Vilagran explained the types of speaking as follows:

Table 2.1
The Types of Speaking

Interactive	Partially Interactive	Non-Interactive
a. Face to face conversation	a. Giving a speech to a live audience, when the convention is	a. When recording a speech from a radio

²¹ Nation, *Teaching ESL/EFL Listening and Speaking*, (Tesol: Quarterly, 2018).

<p>b. Telephonecalls</p> <p>c. We are alternately listening and speaking</p> <p>d. Chance to ask for clarification, repetition, or slower speech from our conversation partner</p>	<p>that the audience does not speak.</p> <p>b. The speaker checks comprehension from the audience's faces</p>	<p>broadcast.</p> <p>b. Performing in a play</p> <p>c. Reciting a poem</p> <p>d. Singing</p>
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6. Principles of Speaking

In teaching speaking, the teacher needs to consider what kind of technique could be best applied in the classroom. In order to implement the appropriate technique in the teaching and learning process, the teacher needs to pay attention on principles for designing speaking technique. Brown for designing speaking technique.²²

- a. Use techniques that cover the spectrum of learners needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In current interactive language teaching, teacher can easily slip into an activity that does not capitalize on grammatical pointers or pronunciation tips. So that, teachers need to pay attention to the language should be taught, however teachers could not make the students bored due to repetition drills. It is important to make drilling as meaningful as possible.

- b. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for

²² Brown, *Teaching Spoken Language: An Approach Based on the Analysis of Conversational English*, (New York: Cambridge University Press, 2017) 101.

achieving competence and autonomy, and for “being all that they can be”.

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

The teacher should encourage the students to use the authentic language during the speaking activities, so that the activities would be meaningful for them. It is not easy to keep coming up with meaningful interaction, so the teacher needs to be creative to provide what kind of authentic language should be done during the speaking activities.

- d. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for use fullinguistic feedback. When the students make some mistakes during the activities, the teacher should give appropriate feedback and correction so that the students would not make the same mistakes.

- e. Capitalize on the natural link between speaking and listening.

Speaking could not be separated with listening, so that during speaking activities, the teacher should also integrate the listening activities. Skills in producing language are often initiated through comprehension.

- f. Give students opportunities to initiate oral communication.

Initiate conversation is a part of oral communication competence. Ask ingquestions or engaging the students in a conversation could give opportunities for the students to practice their communication competence.

- g. Encourage the development of speaking strategies.

During the process of learning language, the students usually are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone’s attention, using paraphrases for structures one can’t produce,

appealing for assistance from the interlocutor, using formulaic expressions, using mime and nonverbal expressions to convey meaning.

The principles proposed by Brown above imply that the teacher needs to consider the learners's needs in order to design which one is the best technique in teaching speaking. The technique implied in the classroom should be accompanied by activities that could motivate the students to practice their English. The appropriate technique would boost the students' motivation and maintain good atmosphere during the teaching and learning process. However, the technique should also cover the students' weakness and improve their speaking as well.

7. Teaching Speaking

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. Teaching is about the "transmission" of knowledge from teacher to student.²³ So it can be interpreted that teaching is not just sharing knowledge and material from a teacher but also share about existing experiences.

In the book Rebecca Hughes states that teaching is guiding and facilitating learning, enabling learners to learn, setting conditions for learning. Your understanding of how learners learn will determine your educational philosophy, your teaching style, your approach, methods, and classroom techniques.²⁴ According to Rebecca Hughes, teaching is called our way guiding, providing the right means and ways to create good and conducive learning conditions so that the learning process can be fun.

It can be concluded that teaching is an activity that aims to make students have knowledge, experience, and also make

²³ Prof. Ekrem Solak, *Teaching Language Skills For Prospective English Teacher Edition 1 Chapter 3*, (Amasyar: Pelikan, 2016), 45.

²⁴ Rebecca Hughes, *Teaching and researching speaking Third Edition*, (New York: Roulledge, 2017), 89.

students know how to act in every condition. In teaching, the teacher plays an important role in the learning process. Teachers are expected to create a comfortable learning environment for students.

Teaching speaking skills is also very important because many students who want to learn to communicate using good and correct English but are hampered by the abilities of the students. Because of these internal student constraints, teachers are expected to have a way to solve problems that exist in students in each of their learning processes. Teachers are also requested to pronounce words proficiently and correctly when teaching students because teachers must be a good model for them student.

Hornbury suggested that teaching speaking English to students is to create a new class specifically for English communication. Classrooms devoted to communicating in English will make students accustomed to hearing how to speak in English and this will have an impact on students' progress in learning to speak. Students will become more confident speakers and their speaking skills will improve if this kind of speaking activation becomes a regular feature of the lesson.

Harmer said that there are three reasons teachers teach speaking, namely:

- a. Speaking activities provide opportunities for students to practice speaking in real life.
- b. Speaking task in which students try to use any or all of the languages they know which can provide feedback for both teacher and students.
- c. Increase students' opportunities to activate various linguistic elements.²⁵

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. Students should be able to make themselves understood, using their current proficiency to the

²⁵ Jeremy Harmer, *How to Teach English*, (London : Longman, 2017), 123.

fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation.

8. Teacher's Role in Speaking

The teachers need to play a number of different roles, including during the speaking activities. Below are three roles of the teacher proposed by Armer:²⁶

a. Prompter.

This role could be applied by the teacher when the students “get lost”, cannot think of what to say next, or in some other way lose the fluency expected from them. The teacher could help the students by offering discrete suggestions.

b. Participants.

The teacher acts as a participant when she or he participates in the discussions, role plays, or dialog with the class. However, teacher needs to be careful not to participate too much and dominate the speaking and drawing all the attention to themselves.

c. Feedback Provider.

The teachers' feedback on the students' speaking depends upon the teachers' tact and the appropriacy of the feedback given in particular situations. The feedback could cover the content of the activity as well as the language use.

9. Learning Speaking

Learning is a process or effort made by someone to acquire knowledge or skills that have been learned. Learning is a process of change from not knowing to know. According to Brown, learning is acquiring or acquiring knowledge about something

²⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2011), 93.

subject or skill through study, experience, or instruction.²⁷This means that learning is about gaining knowledge from study, from experience, or instruction.

According to Richard Badger, Learning can be defined as a change in behavior. This Change occurs as a consequence of experience in certain situations. Change generated by developing new skills, understanding of scientific law, and attitudes. The change is not just accidental or natural in the way humans appear change with age.²⁸

It can be said that learning will provide many benefits, namely we can have knowledge or skills, provide changes to something better than before such as increasing students' knowledge, skills, and attitudes. Based on the theories above, it can be concluded that learning is a process students' understanding and mastery of the lessons the teacher gives them. In addition, learning can also provide changes to students such as developing something new gain skills, improve understanding of scientific law, and form a moral attitude.

Learning to Speak English should be focused on many aspects. There are a number of components of speaking related to grammar, vocabulary, pronunciation and smoothness. The description is as follows:

a. Pronunciation

Pronunciation is the way in which a language is spoken. In the learning processteachers need to make sure that their students can be understood when they speak. Students must be able to say what they want to say.

a. Grammar

Grammar is partly the study of what forms or structures are possible in a language.By paying attention to the correct grammar, effective sentences will be formed.

²⁷ Uju Anya, *Racialized Identities in Second Language Learning*, (New York: Taylor & Francis, 2017), 183.

²⁸ Richard Badger, *Teaching and Learning the English Language*, (London: Bloomsbury, 2018), 229.

b. Vocabulary

Vocabulary is the number of words that make up a language. Those words used in speaking. Vocabulary means proper diction used in communication. Vocabulary refers to the choice of suitable words contents.

c. Fluency

Fluency is the ability to process language easily and with quality or one's condition to speak the language easily and well. fluency is the flow of Smoothness with which sounds, syllables, and phrases are combined when speaking to make a good sentence. In this way, communication will be effective. Brumfit in Nation sees fluency as the maximal effective operation of the language system so far acquired by the students. Besides that it refers to the one who express a language quickly and easily without any difficulty.²⁹

It can be concluded that in the learning process speaking is not only paying attention only speaking component, but students' motivation and interest are needed to facilitate their understanding. The purpose of someone learning English because they can use a foreign language as a medium of their daily communication with people around their environment who can also communicate using English well.

10. Teacher's Problem in Teaching Speaking

Speaking is one of the important skills in English as a foreign language. According to Thornbury, there are several problems in learning to speak for students, namely the knowledge factor of students who do not know the aspects of language that allows productivity in communication. They lack knowledge of language and lack of interactive speaking practice itself. Then the skill factor that students have about the language aspect is that they

²⁹Shahnaz Shoro, *Teaching and Learning English in Non-English-Speaking Countries*, (Newcastle: Cambridge Scholars Publishing, 2019), 77-81.

rarely practice speaking English, so their skills are still minimal fluency.³⁰

Understanding problems in teaching speaking should be known by every teacher. However, the teacher also has problems in solving problems for students about speaking English. This factor is the institutional context that places English as a second or foreign language nations such as:

- a. Incomplete English lab
- b. Lack of hours of learning English inside and outside the classroom
- c. No partner to speak English outside of school
- d. The teaching method used is less attractive.³¹

Another opinion, according to Jdavis writes, is that the factors of student activity at school are class problems make it difficult to teach speaking as follows:

- a. Students become too dependent on the teacher
- b. Continuous use of the first language
- c. Lessons don't go as planned.
- d. Personality clashes between students
- e. Students are bored, negligent or unmotivated.³²

Based on the problems above, it is suggested to the teacher to choose the right method. Problems in teaching speaking are very complex. Not only related to factors from students but also about the context outside. The points of this matter are related to condition of the students.

³⁰ Kathleen M. Bailey, *Teaching Listening and Speaking in Second and Foreign Language Contexts*, (London: Bloomsbury, 2020), 109-111.

³¹ O.F. Fatiloro, "Tackling the challenges of teaching English language as second language (ESL) in Nigeria", *IOSR Journal of Research & Method in Education (IOSR-JRME)*, (2015): 26-30.

³² Quintilian, *Teaching of Speaking and Writing*, (New York: Southern Illinois University Press, 2016), 62.

11. Learning Speaking

Learning is a process or effort made by someone to acquire knowledge or skills that have been learned. Learning is a process of change from not knowing to know. According to Brown, learning is acquiring or acquiring knowledge about something subject or skill through study, experience, or instruction.³³ This means that learning is about gaining knowledge from study, from experience, or instruction.

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Learning to Speak English should be focused on many aspects. There are a number of components of speaking related to grammar, vocabulary, pronunciation and smoothness. The description is as follows:

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Pronunciation is the way in which a language is spoken. In the learning processteachers need to make sure that their students can be understood when they speak. Students must be able to say what they want to say.

³³ Uju Anya, *Racialized Identities in Second Language Learning*, (New York: Taylor & Francis, 2017), 183.

³⁴ Richard Badger, *Teaching and Learning the English Language*, (London: Bloomsbury, 2018), 229.

b. Grammar

Grammar is partly the study of what forms or structures are possible in a language. By paying attention to the correct grammar, effective sentences will be formed.

e. Vocabulary

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It can be concluded that in the learning process speaking is not only paying attention only speaking component, but students' motivation and interest are needed to facilitate their understanding. The purpose of someone learning English because they can use a foreign language as a medium of their daily communication with people around their environment who can also communicate using English well.

In order to know clearly about the problems in learning speaking that students" may have problems. They are included:

a. Inhibition.

Unlike reading, writing and listening activities, speaking requires multiple levels of real-time exposure to

³⁵Shahnaz Shoro, *Teaching and Learning English in Non-English-Speaking Countries*, (Newcastle: Cambridge Scholars Publishing, 2019), 77-81.

the audience, students are often hampered about trying to say something in a foreign language in class worried about making mistakes, afraid of being criticized so that students are embarrassed by their mistakes in speaking.

- b. There's nothing to say.

You often hear learners complain that they can't think of anything to say, they have no motive to express themselves beyond the guilt that they should have the conversation. They tend not to be confident in speaking English and prefer to be silent.

- c. Participation is low or unequal.

There is only one or a few students in the class who can speak English. This problem is compounded by the tendency some students dominate, while others speak very little or not at all. This will have an impact on the fluency and fluency of foreign language communication for students who are minimal. Their English language skills are not honed so that it will cause difficulties in speaking English.³⁶

Based on the problems above, it can be concluded that the students' problems in learning speaking is a frequent case. Students need a relatively long time to be able to speak in English, there are still many students who communicate English passively so that their oral language is not honed even to the point of not being able to speak English at all. With such backwardness, students are isolated and feel ashamed. This problem must be solved for the good of the students.

12. Communicative Group Technique

Communicative group technique is in line with cooperative learning. The reason is all the activities must be done in a group, as group work. Group work assumes an alternative way of learning: by expressing and exploring ideas and experiences in a cooperative atmosphere. The most common type of group work

³⁶ Sigit Apriyanto, *Gender Dynamics: An Interaction Of Learning Speaking In University Problems And Theories*, (Yogyakarta: Deepublish, 2019), 31.

which involves such mutual support and culture of shared commitment is what it called cooperative learning. Cooperative learning requires social interaction and negotiation of meaning among heterogeneous group members engaged in tasks in which all group members have something to contribute to learn from other members.³⁷ It means that Group work assumes a different technique of learning: expressing and exploring ideas and experiences in a cooperative setting. Cooperative learning is the most common type of group work that involves such mutual support and a culture of shared commitment.

A group exists when two or more people define themselves as members of it and when its existence is recognized by at least one another.³⁸ According to Oxford dictionary, communicative group is a number of people or things that are put together or considered as a unit. Learning in groups is known as co-operative or collaborative learning and it has been shown many times that students who get actively involved in what they are studying learn more than those who are passive. Teacher applies a group to make student active than passive.³⁹ It means that A communicative group is a collection of people or things that function as a unit. Cooperative or collaborative learning refers to group learning.

Group activities are more complex than those which could be handled individually. Group work gives the students opportunities to speak.⁴⁰ Many students have less confident to speak in front of the class because they are shame or afraid to share their ideas to their friends or teacher, so they choose to silent without talk anymore. This situation makes the teacher confuse whether the students understand or not.

³⁷ Crandall, *Language Teacher Education*, (Cambridge: University Press, 2019), p.226

³⁸ Murphy, S, Second Language Transfer during L3 Acquisition, Working Papers in TESOL, Applied Linguistics, 2003, 3, 1-21.

³⁹ Hornby, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford. University Press, 2000), p.595

⁴⁰ Brown, Douglas, *Principles of Language Learning and Teaching 4 th edition*, (San Fransisco State University: Longman, 2000), p. 177

Communicative group helps the teacher to make the situation of class more active because it gives the chance to the students to speak in front of the class. There are some reasons why group work is applied in the classroom. First, students can share ideas and their experiences to other students. Second, the students find ways to solve the problem in learning subject. Third, the students increase the quality of output. And the last, the students have strength to stand up in front of the class while they are speaking.

13. Procedure of Teaching Speaking through Communicative Group Technique (CGT)

The procedure of CGT can be shown as follows:

1. The teacher asks the students to find members of group (pairs or group) by asking questions based on the words, phrases, sentences or pictures in small paper given by the teacher.

This is one of the examples:

X : I have a stomach in my paper. In your paper do you have a word ache?

Y : No. Sorry

X : (Asking to other friends) Do you have 'ache'?

Y : Yes. X : OK. Thanks. You are a member of my group.

2. After finding the member of a group, the students discuss a communicative activity which consist of the number of members in a group.
3. Every student in each group has responsibility to do the task.
4. The students will discuss to join the task into the correct one.
5. The group present the result of the discussion.⁴¹

⁴¹ Crandall, *Op Cit.*

14. Advantages of using Communicative Group Technique

According to by doing activities in a group work, there are some advantages as follows:

1. Generating interactive language
2. Offering an embracing affective climate
3. Promoting learner responsibility and autonomy
4. Stepping toward individualizing instruction⁴²

15. Disadvantages of using Communicative Group Work

According to Brown, there are some disadvantages of communicative group technique as follows:

1. The teacher is no Longer in Control of the Class
2. Students will use Their Native Language
3. Students' error will be reinforced in small groups
4. Teachers cannot monitor all groups at once
5. Some learners prefer to work alone.⁴³

B. Previous Study

There were many previous studies about the use of communicative group in teaching learning speaking that similar to this research, there some of them:

1. Nukasih, s. 2010. IMPROVING STUDENTS' SPEAKING SKILL THROUGH COMMUNICATIVE GROUP TECHNIQUE. Action research at the eighth-year students of smp negeri 1 bojonegoro. This research aimed to identify whether communicative group technique can improve students' speaking skill and to describe class situation when communicative group technique implemented in speaking class. The findings of research showed that Communicative group technique can improve students' speaking skill. The improvement of students' speaking skill can be showed from

⁴² *Ibid.*

⁴³ Brown, H Douglas, *Op Cit.*

the improvement of speaking achievement, students' ability in answering questions, students' ability in expressing and sharing ideas in appropriate vocabulary and grammatical form. Communicative group technique can create the free atmosphere during the learning process. The situation of the classroom become active and more alive with various communicative activities. There is also a rising students' participation. The students are eager to explore their potential skill in speaking freely. The class becomes more relaxed and fun. Students seemed to enjoy various activities.

2. Lalu Bohari, 2019, IMPROVING SPEAKING SKILLS THROUGH SMALL GROUP DISCUSSION AT ELEVENTH GRADE STUDENTS OF SMA PLUS MUNIRUL ARIFIN NW PRAYA. *Journal of languages and language teaching*, vol. 7 no.1. This study was aimed at finding the effect of small group discussion in improving speaking skills at the seventh year students of SMA Plus NW. This research was conducted as quasiexperiment using a quantitative approach with One-Group Pretest-Posttest design. The population of the research was the eleventh-grade students of SMA Plus Munirul Arifin NW Praya in academic year 2018/2019. Each class consists of 28 students. The total population was 95 students. In this study, the researcher took one class as a sample. The class was eleventh Grade of MIPA 1 consisting of 28 students as the experiment. The researcher gave treatment to the experimental group and it used Small Group Discussion as the treatment of teaching speaking. The purpose of using the Small Group Discussion was to give new inspiration that can be applied in teaching speaking. Referring to the result pre-test and post-test showed that the sig (2 tailed) > 0.05 , it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the use of Small Group Discussion in teaching speaking is effective. The value of t-test was higher than the t-value of t-table (t-test 8.5148 $>$ t-table 2.006). It showed that teaching speaking using small group discussion has a positive effect to

improve students' speaking skill. Besides that, the result of the mean of post-test was higher than the mean of pre-test ($M2 = 18.43 > M1 = 14.25$). It means that teaching speaking by using small group discussion was more effective than teaching speaking without using small group discussion.

3. Basar Lolo Siahaan, 2019, EFFECT OF GROUP WORK STRATEGY TO THE SPEAKING ACHIEVEMENT OF SECOND SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM AT UNIVERSITY OF HKBP NOMMENSEN PEMATANGSIANTAR. Jetafl (journal of english teaching as a foreign language) issn: 2459-9506. This experimental research is designed to find the effect of applying group work strategy on students' achievement in speaking. Group can be established in a number of different ways. Sometimes the students are simply asked to work with friends, other time the teacher may be placed in randomly selected groups. But sometimes, groups are formed according to specific strength of individuals. The population of this research was 240 undergraduate students of first semester at English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University in Pematangsiantar Municipality. The sample of this research was randomly chosen based on their classes. Students of Group C was as experimental group; and the control group was students of group B. Each of group consists of 35 students. To collect the data, test of speaking is administered. Using t-test in analyzing data, it is found that t-value (2,48) is higher than t-table (1,667) at level of significant 5%. This means that using group work strategy is effective to develop students' speaking achievement.
4. Anastasya Inayah Pratiwi, 2020. GROUP WORK AND PAIR WORK TO TEACH SPEAKING SKILL FOR A LARGE CLASS. English education study program department of tadrifaculty of tarbiyah and tadrif the state institute for islamic studies (iain) Bengkulu. The aims of this research were: (1) to investigate the relevance and effectiveness of

using group work and pair work in the students' speaking skill for eleventh grade of SMAN 05 Bengkulu Selatan in academic year 2019/2020; (2) to know the technique that leads to comparatively more successful outputs in terms of development of the subject matter, information content, and result in learning speaking. The research applied comparative study. The subjects of the research consisted of two classes: XI IPA 5 as group work class consisted 32 students; and XI IPA 4 as pair work class consisted 31 students at SMAN 05 Bengkulu Selatan in academic year 2019/2020. The results showed that there was a more successful of students' speaking skill using group work technique. It can be seen from T-Test calculation of both classes pair work and group work (map direction) is 0.049 and for (balloon debate) is 0.035. It can be concluded that there was a significant different between both of scores and also mean score of pre-test and post-test of group work and pair work. Group work score of pre-test was 45.63 to post test was 48.79; meanwhile pair work score of pre-test was 44.81 to post-test 48.77. It indicated that by applying group work and pair work can give more effect and appropriate for students in teaching and learning speaking depended on the subject material used by the English teacher in the classroom.

5. Wiyudo Serena, 2016. THE EFFECTIVENESS OF GROUP DISCUSSION ON STUDENTS' SPEAKING SKILL. Department of english education faculty of tarbiyah and teachers' training state islamic university of syarif hidayatullah jakarta. The Aim of this research is to obtain the empirical evidence of using group discussion technique on students' speaking skill. In this research, the researcher uses quasi-experimental design. The researcher uses two classes. In experiment class and control class group the researcher applies pre-test and post-test design as the research design. The population is students of the second grade of MTs Al-Falah. The sample is B class as the experimental group and A class as the control group. Every group has 33 students. The

result of the study reveals that using group discussion is effective to be used in teaching and learning speaking English. This can be seen from the calculation of t-observation is 2.65 with 5% significant level with 64 df is 2.00. It means that the result of t-observation is higher than t-table. So, $T_{\text{observation}}$ is greater than T_{table} . This means that H_a which states that there is significant effect in using group discussion to teach speaking to the second graders at MTs Al-Falah is accepted. Whereas, H_o which states that there is no significant effect of using group discussion to teach speaking to second graders at MTs Al-Falah is rejected. In other words, group discussion can be used as an alternative to teach speaking to the students at MTs Al-Falah.

C. Hypothesis

The researcher makes hypothesis as follows:

1. H_o : There is no significant influence of Communicative Group Technique towards students' speaking skill at the first semester of tenth grade at MA Islamiyah Way Kanan in the Academic Year of 2022/2023.
2. H_a : There is a significant influence of Communicative Group Technique towards students' speaking skill at the first semester of tenth grade at MA Islamiyah Way Kanan in the Academic Year of 2022/2023.

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