

IMPROVING SPEAKING SKILLS IN DEBATE LEARNING USING THE SPONTANEOUS GROUP DISCUSSION (SGD) METHOD OF CLASS X SCIENCE 4 STUDENTS OF SMAN 7 WAJO

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Abstract

This research aims to improve student learning outcomes in debate learning and can improve students' speaking skills. This type of research is Classroom Action Research (PTK). Several stages carried out in this research include the planning stage, implementation stage, observation stage, and reflection stage. The data and data sources in this research are process data and learning outcomes of class X Science 4 students at SMAN 7 Wajo, totaling 35 people. This research was carried out in three activities, namely pre-cycle, cycle I and cycle II. The data collection techniques used are student observation sheets, student learning outcomes tests and documentation. Data from research analysis uses descriptive and qualitative analysis. The results of research using the spontaneous group discussion method to improve students' speaking skills in debate learning were declared successful. In pre-cycle activities the average student score was 55 and 3 people achieved the KKTP score or 8%. In cycle I the average student score was 69 and 21 people achieved KKTP or 60%. The average score of students in cycle II increased by 85 and reached a KKTP of 33 people or 94%. Based on the results of the research and discussion above, it can be concluded that the spontaneous group discussion method can improve speaking skills in debate learning for class X Science 4 students at SMAN 7 Wajo. Research data conducted during the pre-cycle stage to cycle II showed different results. Namely, each cycle shows an increase in students' speaking skills.

Keywords: *Speaking skills, Debate, Spontaneous Group Discussion.*

INTRODUCTION

Before conducting this research, initial observations were made at SMAN 7 Wajo regarding speaking learning carried out by students and teachers. From the results of observations, it is known that in learning Indonesian for class X Science 4 SMAN 7 Wajo students have difficulty developing speaking skills in debate learning. This can indicate a lack of student interest in learning activities using oral (directly), and also a lack of students' understanding of debate learning. Students are less motivated to study actively, lack focus and do not pay attention when the teacher is delivering the material. Students still lack skills in speaking well because it is influenced by several reasons, namely the teacher only provides explanations without reference in speaking in learning so it is boring because learning only goes in one direction, there is a lack of examples of speaking lessons given by the teacher as practice for students speaking, and the lack of time for language learning, especially speaking skills, limits students' creativity.

Based on these learning problems, a student needs to make various efforts to overcome them. Efforts to improve student learning outcomes cannot be separated from various factors that influence them. In this case, it is necessary to use a method in the learning process that is connected to a creative teacher who can make learning more interesting and meaningful for students. One method that can be used in this skill is the Spontaneous Group Discussion (SGD) method. The SGD method is an effective and efficient method for building students' ability to explain analysis because this method involves exchanging conceptions between students, which helps them improve their learning and understanding in understanding concepts with better understanding. The SGD method involves higher level thinking and can also monitor students so that students can find out what they understand and what they do not understand.

Speaking skills are essentially the ability to use linguistic codes according to the rules of the language used and the appropriate communication context, and to pronounce them fluently and clearly. Students need to master speaking skills in the teaching and learning process at school (Putri, et al., 2023:2). Speaking skills are the skills of producing a stream of articulatory sound systems that are used to appreciate, convey ideas, wishes, feelings or desires according to the context the reader is facing. However, assessing students' speaking skills is difficult compared to other language skills (Larosa & Iskandar, 2021).

According to Harianto (2020:5) there are several purposes of speaking, including: 1. Talking is entertaining, usually in a relaxed, relaxed and funny atmosphere. Examples of this type of speaking include jokes, jokes in ludrud, srimulat, kabayan stories, and Abu Nawas stories, 2. Speaking informs in a serious, orderly and quiet atmosphere, 3. Stimulating speaking also tries to be serious, sometimes it feels stiff, 4. Convincing speaking, as the name suggests, aims to convince the listener, 5. Moving speaking also demands seriousness from both the speaker and the listener's perspective.

According to Harianto (2020:5) the types of speaking are as follows: 1. Speaking suddenly, which occurs because someone without prior planning has to speak in public. 2. Speakers who are at the learning stage prepare their speaking material

carefully and write it down in full, 3. The speaker reads the script that has been prepared at the meeting. Speaking based on a script is carried out in official situations and concerns the public interest, 4. Even though speaking based on a script has many weaknesses, this type of speaking is still widely practiced, for example: (1) the president's official speech at the DPR/MPR, (2) official speeches at official ceremonies, (3) news broadcasting on RRI, and (4) news broadcasting on TV.

According to Harianto (2020) the number of listeners when speaking is as follows: 1. Speaking between individuals, or speaking one-on-one, occurs when two parties talk, discuss, negotiate or discuss something, 2. Speaking in small groups, occurs when a speaker faces a small group of listeners, for example three to five people, 3. Speaking in a large group occurs when a speaker faces a large number of listeners or a mass audience.

Debate can be interpreted as a way of conveying ideas through arguments accompanied by evidence to support positions as propositions and opposition. Debates arise when there are differences in views regarding a controversial discourse. Diversity of views by each individual in responding to discourse is a necessity (Nakrowi, 2022:303). Debate is an activity to defend an opinion accompanied by arguments that support the opinion. Debate can also be interpreted as an argumentative activity between two or more parties, individuals or groups, in discussing and deciding problems and differences (Handayani, et al. 2020).

Framework of thinking

Based on the theoretical studies presented previously, the framework for this research was formulated schematically and can be described in the following figure.

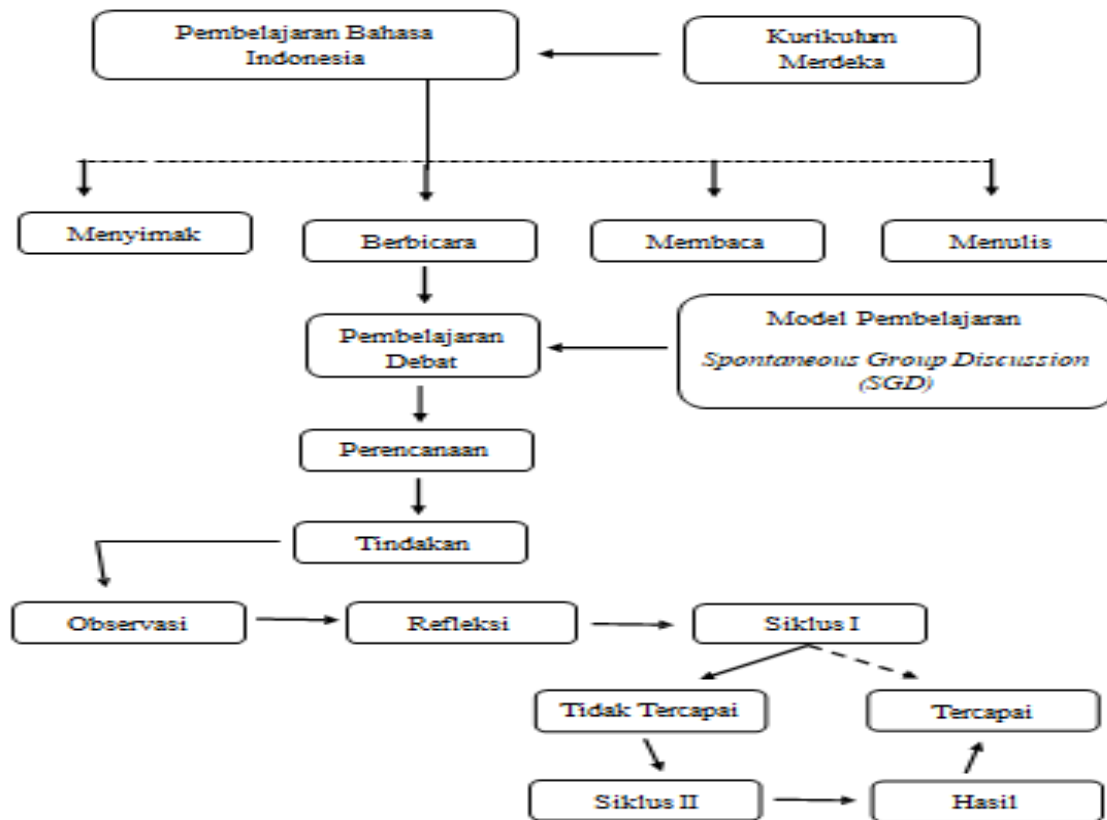


Figure 1. Thinking Framework Chart

RESEARCH METHODS

This type of research is entitled "Improving Speaking Skills in Debate Learning Using the Spontaneous Group Discussion (SGD) Method for Class X Science 4 Students at SMAN 7 Wajo". This research is classified as classroom action research, where classroom action research is carried out by educators through two cycles, if the first cycle has been achieved then I will stop this research in cycle I. According to Abdillah, et al., (2021:14) Classroom Action Research (PTK) is research carried out by educators in a class through several cycles consisting of planning, action, observation and reflection to achieve certain goals.

This research focuses on all learning activities of class X Science 4 students at SMA Negeri 7 Wajo by improving their speaking skills using the Spontaneous Group

Discussion method. The next focus stage of this research is the results of learning speaking skills for class X IPA 4 students, namely by observing the students' condition during the learning process.

The data in this research are process data in the form of student activities and student learning outcomes in using the SGD method in improving speaking skills in debate learning. This research has two data sources including: Primary data sources are sources obtained directly by researchers from the first source. The primary data source in this research is the students of class X Science 4 SMA Negeri 7 Wajo, totaling 35 students. Secondary data sources are data sources that support primary data. The source of this data can be documents or documentation (photos).

The design in this classroom action research is planned to take place in cyclical activities. If the first cycle does not produce satisfactory results, a second cycle will be planned again. Each cycle consists of four stages, namely (1) planning, (2) action, (3) observation, (4) reflection. In detail, the procedure for this action research is as follows: Before taking action, the researcher first makes a plan which includes: a. Observing the learning process in class regarding student abilities and student habits in class. b. Develop a Learning Implementation Plan (teaching module) as a teaching reference. c. Determine the teaching material to be taught. d. Write assessment guidelines and photo documentation of activities. The teacher carries out learning actions according to previously prepared teaching modules. This classroom action research was carried out during the learning process. The teacher applies the Spontaneous Group Discussion (SGD) learning model. The action stage is part of the test in each cycle as an effort to repair and improve and find solutions to every problem experienced in learning. Each action is carried out in three activities, namely initial activities, core activities and closing activities. Observations are made during the learning process observing students. The data obtained while observing the learning process in cycle I will become material for reflection as a reference for improvement in cycle II. At this stage, researchers will find out students' difficulties, weaknesses and strengths of the learning that has been implemented and then look for solutions to overcome these problems. The results of these observations allow researchers to know the level of success obtained by

students in the process of learning speaking skills in debate learning. After knowing the level of success and obstacles experienced in cycle I, the researcher determined the learning design for cycle II. This classroom action research design was carried out in several cycles. In this research, two cycles were designed, each cycle with stages of planning, implementation, design, observation, reflection, and carried out in collaboration between the researcher and the Indonesian language teacher for class X Science 4 at SMAN 7 Wajo. For more details, the PTK design is presented in the following image:

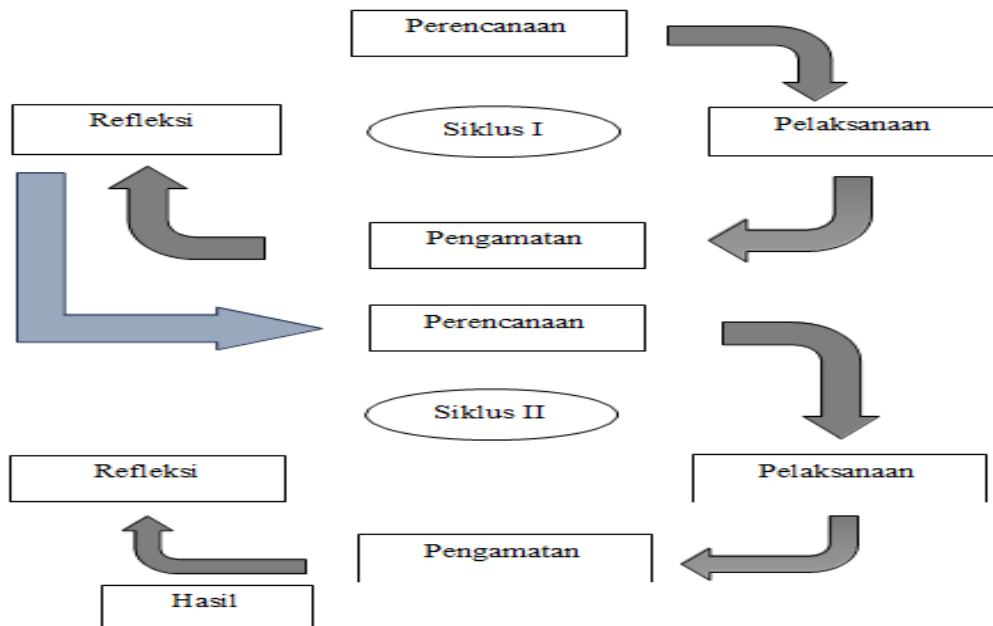


Figure 2 Classroom Action Research Flow

This Classroom Action Research was carried out at SMAN 7 Wajo, which is located on Jalan Cendana, Lalongkoda, District. Tempe, Wajo Regency, South Sulawesi. When this research was carried out in the 2023/2024 Academic Year, Even Semester in class X Science 4 at SMAN 7 Wajo.

Classroom action research instruments are all tools that will be used to collect data about all learning processes. The form of instrument used in this research is: Observation sheets are a way of collecting data by keeping records of activities carried out by students during the teaching and learning process or during the learning process.

The observation sheet used in this research contains 11 points that will be observed by researchers during Indonesian language learning activities. The test sheet carried out is giving a test in the form of a performance test, namely working together in discussions in each cycle with the aim of finding out students' abilities in the material being studied, so that with the test it can be seen whether student learning outcomes have improved or not. The test sheets in this study used independent assignment test sheets in the pre-cycle, and group assignments in cycle I and cycle II. Documentation is a source of data in the form of writing or images that provides information about current or past conditions that can be viewed again at any time. The document used in this research is the attendance list of class X Science 4 students at SMA Negeri 7 Wajo.

RESULTS AND DISCUSSION

1. Precycle

In this assessment aspect, there were 3 students who achieved a KKTP score of 75 or 8%, and 32 students who did not achieve a KKTP score of 75 or 92%. The average score resulting from this initial activity was 55. This average shows that the speaking skills of class

We can see that the score of learning outcomes through speaking skills in pre-cycle debate learning for students who got the adequate category was 3 students (8%) who got a score of 61-77, while those who got the poor category were 32 students (92%) who got a score of 40 to 60. From the learning results above, we can see that some students who received adequate and poor categories were due to a lack of student ability in the speaking process, such as a lack of student ability in responding to speaking comprehension in debate learning so that the student's learning outcomes were still low. in the category below KKTP.

It can be seen that out of a total of 35 students in class This is due to a lack of speaking skills so that student learning outcomes are very poor, such as a lack of speaking comprehension level in debate learning. Apart from that, the test scores given by students were very poor, which caused the low scores obtained by students so

that out of a total of 35 students, only 3 students were declared complete in improving learning outcomes through speaking skills in debate learning using the spontaneous group discussion method for class X Science 4 students. Wajo 7 Public High School.

2. Cycle I Data

a. Process of Implementing the Spontaneous Group Discussion Method in Improving the Speaking Skills of Class X Science Students 4 Cycle I Meeting 1

The results of observations made during research in class This observation focuses on student behavior during the learning process, speaking on debate learning, paying attention to the learning process, students not following the directions given by the researcher, students who are less enthusiastic about responding when the researcher asks about debating learning, this observation focuses on student behavior during the learning process speaking skills. This application was carried out to determine students' attitudes towards the use of the spontaneous group discussion learning method during the learning process.

b. Process of Implementing the Spontaneous Group Discussion Method in Improving Speaking Skills of Class X Science Students 4 Cycle I Meeting 2

It can be seen that student learning activities can be described as follows: 1) Students answered the researcher's greetings as many as 35 or 100% of students were active, 2) Students prayed before studying as many as 35 or 100% of students were active. 3) Students pay attention to the learning objectives conveyed by the teacher as many as 23 or 65% of students are active, 4) Students pay attention to the explanation of material presented by the teacher as many as 24 or 68% of students are active, 5) Students are directed to note down the teacher's explanation as many as 26 or 74% of students who are active, 6) Students who are active in group discussions are 27 or 77% of students who are active, 7) Students who are active in the learning process both asking and answering questions from researchers are 27 or 77% of students who are active, 8) Students understand the steps of the method spontaneous group discussions as many as 26 or 74% of students were active, 9) Students were involved in discussions in debate learning as many as 24 or 68% of students were active, 10)

Students made conclusions about the learning that had been done as many as 27 or 77% of students were active, 11) The students and the teacher prayed and closed the lesson with greetings as many as 35 or 100% of the students were active, with an average of 80 active students.

c. Results of the Application of the Spontaneous Group Discussion Method in Improving the Speaking Skills of Class X Science 4 Cycle I Students

Based on the data, it can be concluded that who gets the complete category is influenced by students who pay attention and listen to the teacher's instructions starting from paying attention to the material, listening to explanations of the material delivered by the teacher and asking questions about material they don't understand, as well as being active in discussions so that students understand better and understanding how to do assignments, being active in groups also influences the way students speak story texts better, this is because students are used to conveying ideas so that they get grades that reach the KKTP. Meanwhile, students who received the incomplete category were because the students did not focus on paying attention to the instructions given by the teacher, when explaining the material some students did not pay attention to the explanation of the material and this resulted in these students not understanding how to take the test that had been given. Apart from that, the average student was not active. in group discussions.

d. Cycle I Reflection

Through cycle I, the conclusion from the implementation of the actions that have been taken is that there is a need for improvement. Based on the results of the reflection, it is necessary to add additional learning steps, namely the researcher determines a motion that is more interesting and commonly understood by students, for example the motion "Soap opera shows have a bad effect on children and teenagers." Determining interesting and general motions is expected to increase students' focus and attention before or during the learning process. Researchers also told students to actively participate in learning, provide motivation and provide direct assistance to students who experience difficulties. Improving speaking skills in debate

learning using the spontaneous group discussion (SGD) method for class X IPA 4 students in cycle I cannot be said to be completely successful.

3. Cycle II Data

a. Process of Implementing the Spontaneous Group Discussion Method in Improving Speaking Skills of Class X Science Students 4 Cycle II Meeting 1

It can be seen that student learning activities can be described as follows: 1) Students answered the researcher's greetings as many as 35 or 100% of students were active, 2) Students prayed before studying as many as 35 or 100% of students were active. 3) Students pay attention to the learning objectives conveyed by the teacher as many as 28 or 80% of students are active, 4) Students pay attention to the explanation of material presented by the teacher as many as 29 or 82% of students are active, 5) Students are directed to note down the teacher's explanations as many as 29 or 82% of students who are active, 6) Students who are active in group discussions are 30 or 85% of students who are active, 7) Students who are active in the learning process both asking and answering questions from researchers are 30 or 85% of students who are active, 8) Students understand the steps of the method spontaneous group discussions as many as 29 or 82% of students were active, 9) Students were involved in discussions in debate learning as many as 27 or 77% of students were active, 10) Students made conclusions about learning that had been carried out as many as 30 or 85% of students were active, 11) The students together with the teacher prayed and closed the lesson with greetings as many as 35 or 100% of the students were active, with a total average of 87 active students.

b. Process of Implementing the Spontaneous Group Discussion Method in Improving the Speaking Skills of Class X Science Students 4 Cycle II Meeting 2

It can be seen that student learning activities can be described as follows: 1) Students answered the researcher's greetings as many as 35 or 100% of students were active, 2) Students prayed before studying as many as 35 or 100% of students were active. 3) Students pay attention to the learning objectives conveyed by the teacher as many as 33 or 94% of students are active, 4) Students pay attention to the explanation

of material presented by the teacher as many as 33 or 94% of students are active, 5) Students are directed to note down the teacher's explanation as many as 32 or 91% of students who are active, 6) Students who are active in group discussions are 35 or 100% of students who are active, 7) Students who are active in the learning process both asking and answering questions from researchers are 33 or 94% of students who are active, 8) Students understand the steps of the method spontaneous group discussion as many as 31 or 88% of students were active, 9) Students were involved in discussions in debate learning as many as 33 or 94% of students were active, 10) Students made conclusions about the learning that had been carried out as many as 32 or 91% of students were active, 11) The students and the teacher prayed and closed the lesson with greetings as many as 35 or 100% of the students were active, with an overall average of 95 active students.

c. Results of the Application of the Spontaneous Group Discussion Method in Improving the Speaking Skills of Class X Science 4 Cycle II Students

The results showed that in cycle I the percentage of student completion reached 94% or as many as 33 students who got the complete category achieved the KKTP score, while those who got the incomplete category or did not reach the KKTP score were 2 students. Based on the table above, it can be concluded that students have experienced very good improvement, this is because on average students are orderly and pay attention to the instructions given by the researcher, when the researcher explains the students pay attention to the researcher's explanation.

d. Cycle II Reflection

The results of observations and speaking test results in debate learning in cycle II showed that in cycle II there was a significant improvement compared to cycle I, this was due to almost all students paying attention to the material before learning so that 33 students already understood the material better before the material was explained, apart from The division of discussion groups which places active students in one group and inactive students in one group causes students who are not active in one group to become active. Based on the data obtained in cycle II, it can be

concluded that research using the spontaneous group discussion method can improve the speaking skills of class

Discussion

Results of Applying the Spontaneous Group Discussion Method in Improving Speaking Skills in Debate Learning for Class X Science 4 Students at SMAN 7 Wajo

Obtaining scores from speaking skills in debate learning using the spontaneous group discussion method for students in class students, the first cycle approach achieved KKTP 21 students, in the second cycle activities achieved KKTP as many as 28 students.

Based on the explanation above, the final results of the research can be seen based on the image below.

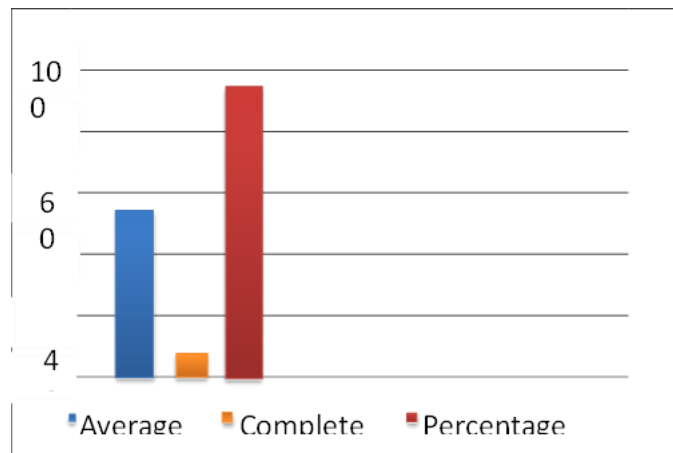


Figure 3 Pre-Cycle Value Diagram

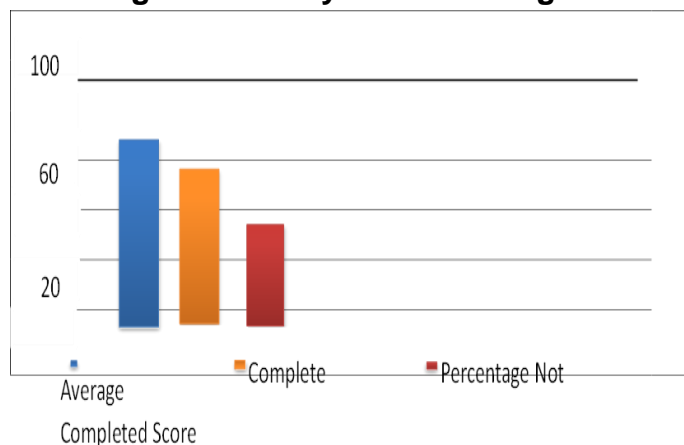


Figure 4. Cycle I Value Diagram

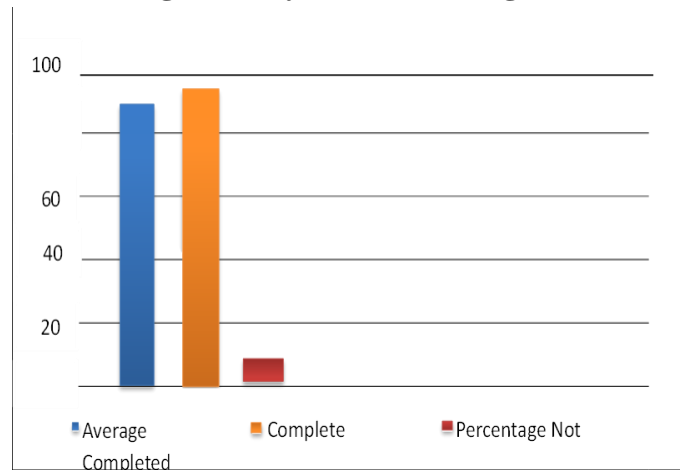


Figure 5 Cycle II Value Diagram

Learning outcomes

Based on the explanation above, the final results of the research can be seen in Figure 6 below.

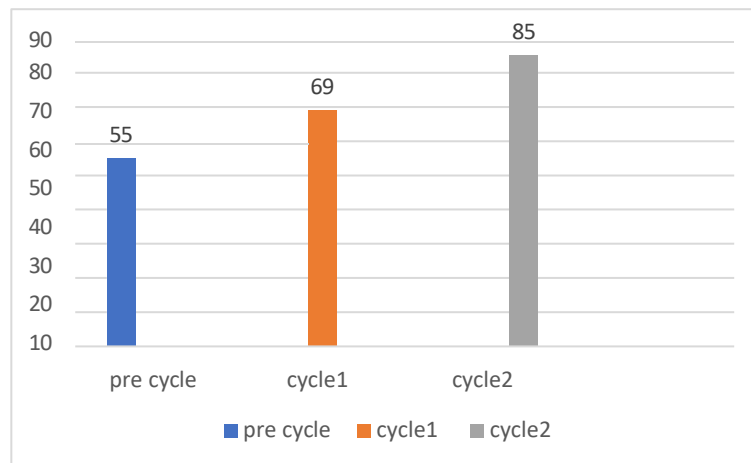


Figure 6 Cycle Comparison Diagram

Based on the figure 6 diagram above, it shows that there is an increase in student completion scores in each cycle, it can be concluded that the number of students who completed KKTP ≥ 75 pre-cycle was 3 or 8% of students increased in cycle I to 21 or 60% of students who completed the speaking learning process in debate learning, then continued to cycle II, the number of students who completed it increased by 33 or 94% of students who achieved a KKTP score of ≥ 75 , this diagram shows the comparison of completion scores in each cycle that took place during the

research in class X Science 4 SMAN 7 Wajo. Thus, the researcher will not continue the research into cycle III because the researcher's target has reached above 90%. And 33 students or 94% of the 35 students achieved a $KKTP \geq 75$.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the use of the spontaneous group discussion method can improve the results of speaking skills in debate learning for class X Science 4 students at SMAN 7 Wajo.

1. The process of applying the spontaneous group discussion method in speaking skills in debate learning carried out during the pre-cycle stage to cycle II showed different results. Each cycle shows an increase in learning activities among students. At the pre-cycle stage there was no application of the spontaneous group discussion method, however at the first pre-cycle meeting the student learning activity process was in the active category with a percentage of 8%, then in cycle I phase it increased to 60%, then continued in cycle II phase it increased to 94%.
2. The average score resulting from improving speaking skills in debate learning using the spontaneous group discussion method at the pre-cycle stage was 55, in the first cycle the average score of students increased to 69 out of 35 students, 21 or 60% of students got a score ≥ 75 and students There were 14 people who got a score ≤ 75 or 40%. Then proceed to cycle II and correct the mistakes made in cycle I. In cycle II the average student score increased to 85 out of 35 students, 33 or 94% of students got a score ≥ 75 and students who got with a score of ≤ 75 as many as 2 students or 6%. Thus, the presentation of success using the spontaneous group discussion method for class X Science 4 students almost reached 100%. This has shown that the research carried out by researchers has achieved a level of success.

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