THE EFFECTIVENESS OF BUZZ GROUP TECHNIQUE ON STUDENTS' SPEAKING ABILITY

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Abstract

The purpose of this study was to obtain empirical evidence about the effect of the Buzz Group Technique on Students' Speaking Ability. This study uses a quasi-experimental method. This research was conducted at MTs Al-Ihsan Tanah Grogot. The population of this study was class VIII students consisting of 127 students into three classes, namely VIII A, VIII B and VIII C. After confirming with the cluster random sampling technique, two classes were finally selected as the sample of this study: VIII A as the experimental class and VIII B as control class. Both classes consisted of 84 students with almost homogeneous scores. The experimental class was treated using the buzz group technique, while the control class used memorization. Pre-test were administered to both groups before administering the treatment. The results of the pre-test showed the average score of the experimental class was 58.1 and the control class was 59.1. After providing treatment, a post-test was administered. The post-test results show the average value of the experimental class is 63.5 and the control class is 59.7. In other words, H_0 is rejected and H_a is accepted. In short, it can be stated that students who are taught to speak using the buzz group technique are more effective than using the memorization method. So, it can be concluded that the Buzz Group Technique has a positive effect on Class VIII students at MTs Al-Ihsan Tanah Grogot on speaking ability.

Keyword: *Speaking Skill, effectiveness, and Buzz Group Technique*

A. Introduction

Language is one of the most important things in communication and is used as a communication tool between humans in the world. Humans use language to communicate with each other. By using language, they will understand the message given or sent by other people. The existence of language is essential; it helps people to express their ideas and feelings. Therefore, the presence of language has overcome human difficulties to express and share their feelings, ideas, and knowledge with others.

According to Harmer (2007:13), language is used widely for communication between people to share the same first (or even second) language. That is, language is a communication tool to express what we think. According to Tarigan (2008:13), language is the ability to pronounce the sounds of articulation or words to express or convey thought, ideas and feeling. The definition clearly shows that speaking is related to the pronunciation of words that aim to convey what will be conveyed either feelings, ideas or ideas so that the listener understands what the speaker means.

English is the international language. There are different functions in different countries. Some countries use English as a first language, some other countries use it as a second language. The ability to master English is very important in the global region because English occupies a very important position in almost all sectors of use such as business, commerce, academic fields, technology and so on. This is supported by Hutchinson and Waters (1987:6) who state that English is an important language used by many people to communicate with each other in the world. Learning English as foreign language is very important since English is the key to the international currencies of technology and commerce.

According to Thornbury (2005:1) speaking is so much a part in daily life that people take it for granted. It means speaking is a way to communicate with each other. As a social human, communication plays an important role to get a response from other people. Speaking is an effective and efficient way used in real communication. Therefore, speaking is one of the four skills that have an important role in our daily lives, even as the main skill in human-to-human communication.

During the writer's practical work at the eighth grade A of MTs Al-Ihsan Tanah Grogot, it was found that most of the students still had difficulty in speaking. There are many factors that cause their difficulties such as fear of being wrong, not rich in vocabulary, feeling nervous and bored because the teacher does not apply interesting techniques in teaching speaking.

To help that problem, the researcher suggests a technique that can be used to teach speaking in the classroom. The technique used is the buzz group technique.

Buzz group is a discussion technique where students are divided into several groups to answer the questions given.

That is, students have the opportunity to have a quick discussion in small groups before one of them is asked to speak in public. Because they have the opportunity to think of ideas and the language to express them before being asked to speak in front of the whole class, the stress level of the whole class performance is ultimately reduced. Therefore, it can improve students' speaking ability.

According to Brown and Atkins (2002:29) Buzz group is a simple and effective technique of involving students which is the teacher sets a problem or a discussion topic and invites the students to form groups of three or four to discuss or solve the problem set. This means that the buzz group is a small group to solve problems in the task. All members in the group contribute their ideas, so they must work together to explore and express their ideas in the form of speaking. Buzz groups are useful for developing very creative solutions to a problem and then expressing their opinion to others. After getting the results of the discussion, each group distributed it to the whole class and the other groups gave feedback about it.

Regarding the Buzz Group technique, Indah as a previous researcher has used this technique in teaching speaking using a buzz group. In his research, he will investigate teaching using the buzz group technique to find out whether it can improve the speaking ability of the second grade students of MA Dar-El Hikmah Boarding School Tampan Baru or not, and to find out the strengths and weaknesses of teaching speaking using the buzz group technique. The results showed that the buzz group technique could improve students' speaking ability.

B. Result and Discussions

1. Definition of Speaking

Speaking is an important skill that must be mastered by students. Because in speaking we can know the students' ability to produce the target language or English. Speaking is expressing thoughts aloud by using voice or speech. This means that when someone interacts with other people using language as a means, of course they want to convey something important. For example, they want to express their feelings and thoughts. It is impossible for

someone to communicate with other people without any purpose. As a person communicating, there must be a speaker and an interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinions, views or feelings.

Bashir *et al* (Factor Effective Students' English Speaking Skills, British Journal of Arts and Social Science. Available on: http://www.bjournal.co.uk/paper/bjass_2_1/bjass_02_1_04.pdf. Accessed on January, 13rd 2022), said that speaking is an activity to produce utterance to oral communication. That is, this activity involves two or more people whose participants as listeners and speakers must react whether they hear and make their contributions at high speed, so that each participant has an intention or set of intentions he wants. So, English teacher should make students active in speaking by providing communicative language activities in class and then giving them the opportunity to practice their speaking skills as much as possible.

According to Kathleen (2000:25) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. This means that speaking is one of the skills used to communicate with others in order to convey information, and its main purpose is to establish and maintain social relationships.

From these theories, the researcher concludes that speaking is important for communicating with others and is used as a medium to express ideas, opinions, thoughts and feelings to others.

Speaking ability can be categorized as an important aspect and beneficial skill in learning language. It is a part of the goal in learning English in the curriculum besides writing, reading and listening. It is supported by Paulston and Bruder (1976:55) who said that Speaking ability has to be taken as an objective in language teaching. This means that in learning English students are not only focused on listening, reading and writing, students must also master speaking as one of the objectives of learning English. As we know, students' speaking ability is the ability of students to express their

opinions, ideas, feelings, and experiences using English with good grammar, pronunciation, fluency, vocabulary, and understanding.

Speaking ability cannot be assessed by time. According to Luoma (2004:1) speaking is an important skill of the curriculum in language teaching, and it also makes them an important object of assessment. Assessing speaking is challenging, because there are so many factors that influence our impression of how well someone can speak a language. This means that speaking ability can be assessed appropriately based on the scale or rubric of the assessment. In this research, the researcher used oral English rating sheet that is supported by Brown (2003:172). The criteria of the rating Sheet Score are:

    a. Vocabulary

    b. Pronunciation

    c. Fluency

    d. Grammar

    e. Comprehension

Based on this explanation, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve communicative competence, which can be measured by one criteria: grammar, comprehension, vocabulary, pronunciation and fluency.

Teaching speaking is an activity carried out by English teachers. They should change their knowledge of speaking to their students to make students know how to speak well. In teaching speaking, all English teachers should encourage students to do speaking assignments. There are several basic reasons why it is a good idea to give assignments to students to provoke them to use any and all language at their command as follows:

    a. Rehearsal

Getting students to have free discussion gives them the opportunity to practice discussing outside of class. Having them take part in role-playing games at the airport check-in desk allows them to practice such real-life events in classroom safety. This is not the same as practice where a more

detailed study takes place. Rather, it is a way for students to 'feel' what it really feels like to communicate in a foreign language.

b. Feedback

Students try to use any and all language they know in providing feedback for teachers and students. Teachers can see how well their class is doing and what language problems they are having, (that's a good excuse for boomerang lessons).

c. Engagements

All students participate fully—and if the teacher has organized the activities properly, then giving sympathetic and rewarding assignments (role playing, discussion, and problem solving) is intrinsically pleasurable in them (Jeremy Harmer, 1998:87)

Speaking activities can give the students enormous confidence and satisfaction. In addition, Ur (2009:120) states that, there are four characteristics of successful speaking activity.

a. Learners talk a lot. As much as possible give the learner speaking activity in the classroom.

b. Participation is even. Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions their opinion are fairly evenly distributed.

c. Motivation is high. Learners are eager to speak: once they are interested in the topic and have something new to say about it. Or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily to understand of each other.

Based on the explanation above, it can be concluded that in teaching speaking, it is better to put students into groups, such as role playing, discussion and problem solving, so that students can experience speaking in a foreign language. In addition, there are four characteristics of successful speaking activities, such as the learner speaks a lot, the participation is evenly

distributed, the students have high motivation and the students' language is at an acceptable level.

2. Concept of Buzz Group

a. Definition of Buzz Group

Buzz group can be categorized as a discussion activity because it asks students to work in small groups, not by the whole class. It facilitates learners to discuss the same problem or different problems assigned by the teacher. According to Harmer (2001:272) one of the reasons that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they can not think of anything to say, and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

Buzz groups are one way in which a teacher can avoid these difficulties. All of this means that students have the opportunity to have a quick discussion in small groups before one of them is asked to speak in public. Because they have the opportunity to think of ideas and the language to express them before being asked to speak in front of the whole class, the stress level of the whole class performance is ultimately reduced (Harmer, 2001:272).

According to Lindsay and Knight (2006:66) buzz group is helpful to give learners enough information about what they want to talk, and give them enough time to think about what they want to say. In other words, it is a good idea to place students into groups so they can get more speaking practice.

Based on the explanation above, the researcher concludes that the buzz group is a discussion technique where students are divided into several small groups to answer the questions given. The goal is for students to have enough information and time to think about what they want to talk about, before one of them is asked to speak in public.

b. Advantages of Buzz Group Technique

Slattery and Willis (2009:62) explain that there are four advantages of using buzz group as an activity to teach speaking. Those are as follows:

1) The learners get more opportunities to speak.

2) The learners ask and answer questions actively.

3) The learners learn a lot from each other.

4) The learners gain confidence because they are speaking in private rather than to the whole class.

This means that by using the buzz group technique, students are most likely to be able to express what is on their mind without hesitation and embarrassment. Because this technique requires students to give opinions, as a result students learn a lot from each other.

Based on the output of the researcher, it is known that the significance value (Sig.) for all data on the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05, it can be concluded that the research data is normally distributed.

The contribution of Buzz Group Technique on students speaking ability using stepwise regression analysis

Model	R	R^2	Percent of contribution	F	Significance
Experiment	.931	.866	86.6%	259.000	.000

Based on the table above coefficient relation (R) between buzz group technique and students speaking test was 0.931. While coefficient determination (R Square) showed how far the effect of buzz group technique on students speaking ability. It show, (R Square) was 0.866. It was that the contribution of buzz group technique contribute 86,6%.

From the previous explanation, it can be seen that the speaking score of the students after being treated by using buzz group technique are higher than dialogue memorization technique.

From the result of the calculation, it showed that students' post-test in experimental class was higher than in the control class. It means that Buzz Group technique influence students' speaking ability including vocabulary.

According to Barkley, Buzz Group is one of teaching techniques especially for speaking. Buzz Group is a good technique in teaching speaking because the

students have more time to think what they want to talk. Another explanation, based on Harmer, the stress level of students' performance in speaking will reduce when using Buzz Group technique. Therefore, Buzz Group technique can be adjusted to the needs of students in improving students' speaking ability. As we know, students' speaking ability is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. So, it is clear that Buzz Group technique could improve students' speaking abilities.

Buzz Group has influence students' speaking ability. There were some reasons why students' speaking ability was improved and was significantly better than before using Buzz Group. It might due to in Buzz Group technique the students get more opportunities to speak, the students asked and answered the questions actively and the students gained confidence to speak because they were speaking in private rather than to the whole class.

However, in doing the research, the researcher found some problems such as; the students were very noisy when the discussion time. So the researcher had to raise the voice in remaining the time. There was not enough time for students to do the task. So, the students asked for more time. From those problems the researcher found some solutions, such as; the researcher asked the students to minimize the volume of their voice in order to hear the researcher' voice, so that they can do the task effectively. The researcher kept reminding the students about the time.

C. Conclusion

Based on the research, that carried out at eighth grade students of MTS Al-Ihsan Tanah Grogot in academic years 2021/2022, it can be concluded that using buzz group technique is effective to enhance learners' speaking ability. It can be concluded that there was significant effect in speaking ability on students who where taught by using buzz group technique and those who were not. The students who are taught by using buzz group technique have higher score than students who were not.

Based on the experiment, it was known that there is significance difference between the score on the experimental class taught by using buzz group technique

and control class were not taught using buzz group technique. The students in experimental class could improve their speaking ability significantly. The mean score of the post-test in experimental class (63.5) and control class (59.7). Also, the statistical analysis by using SPSS showed that the value of R square was 0.866 with alpha level 5% (0.05). The value of sig.0.866 was > than 0.05 (0.866 > 0.05). It can be concluded that the alternative analysis hypothesis (Ha) is accepted and null hypothesis (H0) is rejected. Finally, the researcher concluded that using buzz group technique was significant effect on the students' speaking ability at eighth grade students of MTs Al-Ihsan Tanah Grogot.

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