EXPRESSING ORAL ARGUMENT THROUGH BUZZ GROUP DISCUSSION AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 3 PALU

Moh.Riswanto

oletveteran@gmail.com
Mahasiswa Program Studi Magister Pendidikan Bahasa Inggris Pscasarjana Universitas Tadulako

Abstrak

Tujuan penelitian ini ialah untuk membuktikan bahwa pengunaan tehnik Buzz Group Diskusi dapat mempengaruhi keterampilan berargumentasi siswa SMA Negeri 3 Palu. Penelitian ini menggunakan tru eksperimental berdasarkan tujuan untuk menentukan sampel kelompok ekperimental . Instrument pengumpulan data mengunakan test untuk mengukur keterampilan siswa dalam memberikan argument. Pengumpulan data mengunakan statistik deskriftif dan statistik uji t. Data yang diperoleh dianalisa dan diuji melalui SPSS. Ditemukan nilai rata rata dari keterampilan berbicara kelompok experimen adalah 72.64 lebih besar dari kelompok pre test 56.6 . Hasil perbandingan melalui uji t menggambarkan nilai $t_{hitung} = 2.850$ nilai $t_{table} = 2.048$ sehinga H_a diterima dan H_o di tolak dapat disimpulkan bahwa pengunaan tehnik Buzz Group Dsikusi dapat meningkatkan keterampilan siswa dalam memberikan argumentasi di SMA Negeri 3 Palu.
Kata Kunci*: Peningkatan, Tehnik Buzz Group Diskusi, Argumentasi*

It has been almost fifty years now that English language teaching in Indonesia has changed to respond to the worldwide methodologies - from grammar translation based curriculum to the school based curriculum. It derives the minister of education and teachers to provide English teaching materials based upon the communicative purposes.

One of the main important aspects of communication purposes is to express oral argument. It is an instrument to express and clarify the things that someone has in his/her mind. Through oral argument students can express their ideas or feeling to others. It is also regarded as an evidence to show that students have achieved the aim of learning foreign language. Most people assume that learning language achievement is when she/he can express argument orally. To enable students to cumunicate effevectifly and communicatevly, it strongly requires some aspects of language such as component and tehcnique. By having these items, students can do better in communication.

Basically, oral argument is the most complicated ability in communication because it concerns with other component such as the element of sentences and rhetoric. Students must be able to use it when they discuss with others .In such occasion they have to argue spontaneously and naturally without taking much time to think about the proper diction, pronunciation and correct grammar like in written argument. In written argument, students have enough time to think and search for the proper diction and the correct grammar in dictionary or grammar book so they can write properly. This situation challenges them to master these components before they are going to argue.

In addition, technique empowers students of how to participate more actively in classroom and manage their interest towards the language. It is like a scenario to guide them doing such activities in class room involving role play, games and discussion with enjoyments. When students feel comfortable, they will open their mind to participate in class room eventhough the lesson is difficult. Technique also helps them to overcome anxiety because the good technique will encourage them to be more courageous without felling scared to fail.

The problem and condition of language leaning at SMA Negeri 3 Palu were identified

that students usually repeat the sentences without able to express their own sentences, sometimes they do not know the idea, further when they have the idea, they do not know how to express in oral speak.

Based on theoretical principles and problem mentioned above, students need both items to gain the skill. One item builds and expands students' skill so that they will be able to communicate well. Besides, technique builds students' desire to be more critical and well motivated in classroom activities.

With regard to the objective of learning at SMA NEGERI 3 PALU, students should be able to express their argument orally, the writer, based on his experiences and the students result on psychomotoric report book, finds that students still face difficulties in expressing their idea during the class discussion and presentation. This is mainly caused by teacher's way of teaching that usually asks his students to read and search the information on the texts. Therefore, students simply pick up the passive vocabulary and repeat the information from the book without being able to test their own ideas and opinions against the ideas and opinions of their peers.

Related on the explanation above students' quality particularly express the oral argumentation can be solved by giving more opportunity to practice English either in the classroom or out of classroom and it should be suitable with the appropriate technique so students ability in oral argument can be improve and they can enjoy the circumstances . I believe that many techniques can be used in teaching oral argument and one of the techniques is buzz group discussion.

Buzz group discussion is a teaching technique to improve verbal communication and critical thinking skills. It is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Discussion is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students.

Apparently the method known as 66 Method was devised by Phillips, past president of Hillsdale College, Michigan, U.S.A. in order to attempt to overcome some of the reasons that people are reluctant to express themselves in group situations. It became known as the Phillips 66 Method after its creator.

The Phillips 66 Method is beneficial because it gives all participants the space and freedom to express themselves equally, thus ensuring that as many creative voices as possible contribute to solving the problem in question. The process can be sometimes limited by the time constraint, particularly where there are a number of issues arising and there isn't sufficient time to discuss all of them. In buzz group students are assigned to groups to discuss a topic or complete an assignment within a short space of time, about 10 to 20 minutes (jaques, 2003). Tiberius (1990: 21) provide guidance that buzz groups discussion is the small group that is subdivided into groups of two to six person.

Here, the groups are given a task, a time limit, and a student recorder who documents and report their progress to the larger group. Based on Gebhard's perspective (2000: 177), buzz groups got its name because students sound like a group of busy bees while working on a task. Bligh (in Jin, 1998: 24) defines that buzz groups discussion are groups of two or six members who discuss issues or problems for a short period or periods within a lesson.

McKeachie (1994: 44-45) explains that in buzz group discussion, class is divided into small groups (4 to 8) who are given a short period of time to discuss a problem and come up with one or two ideas to report to the full class; whereas, Brookfield and Preskill (1999) describe that this technique involve students taking turns to speak. Furthermore, they also describe how to perform this technique as the following drawing: 1) students form circles of four or five; 2) give students a topic, and allow them a few minutes to organize their thoughts about it; 3) then the discussion begins, with each students having up to three minutes (or choose a different length) of uninterrupted time to speak; 4) after everyone has spoken once, open the floor within the subgroup for general discussion.

Kachisa (2004: 5) highlights that during a lesson in applying buzz group discussion, the class can break into groups to discuss one or two specific questions or issues. The room soon fills with noise

as each group *buzzes* in discussions While they are buzzing, the students are able to exchange ideas drawn from their collective abilities, knowledge and experiences. Besides, Kachisa (2004: 6) also explains that buzz groups can be used in any class. In applying this technique we are suggested to select areas in any subject on the curriculum where buzz group discussion can be used and prepare a lesson on one are reflecting the technique.

There are numerous steps of conducted buzz group discussion that have been adapted from Renner (1993). Typically, they can be identified, as follows:

1. The teacher explains the procedure
2. The teacher guide the class into small cluster of three to six students by considering the students skill, competence and gender.
3. The teacher asks students of each group to elect their own recorder and reporter or spokesperson to convey pertinent idea discussed when feedback is to be given to the rest of the class.
4. The teacher poses one or two specific question or issue of a particular topic allotted to them to be discussed with the direction what they are going to do.
5. The students in each group discussed the topic(s) or question (s) given after or got certain period of time (15 to 20 minutes) for buzz group discussion to share their ideas, knowledge, and experiences.
6. While the students discuss in each group, the teacher facilitates, monitors and recommends the process of introduction and information shared within the group by circulating from group to group. In this matter, teacher gives motivation and guides the students if they have any reluctance.
7. After a few minutes (15 to 20 minutes) of discussion for task given, the teacher invites the representative (report or spokesperson) from each sub group presents or reports back the cluster idea, suggestion, experiences or solution to the entire group.
8. With the class, the teacher processes the answers and ideas from each group. If the teacher wants students input, she/he needs to acknowledge their contribution

In reference to the explanations above and the strong desire of finding the solution of these problems, I have motivation to do the research in developing oral argumentation in the xi grade students by applying buzz group discussion. It is hoped that the technique developed the students' ability in speaking particulates making argumentation.

METHOD

The purpose of this research is to develop students expressing oral argument skill by using Buzz Group Discussion of the eleventh grade students at SMA Negeri 3 Palu. In this research the researcher uses a pre experimental research.

Pre-experimental designs are so named because they follow basic experimental steps but fail to include a control group. In other words, a single group is often studied but no comparison between an equivalent non-treatment group is made

A benefit of this design over the previously discussed design is the inclusion of a pretest to determine baseline scores. To use this design in our study of SMA performance, we could compare college grades prior to gaining the work experience to the grades after completing a semester of work experience. We can now at least state whether a change in the outcome or dependent variable has taken place. What we cannot say is if this change would have occurred even without the application of the treatment or independent variable. It is possible that mere maturation caused the change in grades and not the work experience itself.

The sample

It would be selected by using a cluster random sampling technique. It would be determine through lottery. Firstly the writer prepared six pieces of paper and put them together in a small box. Then, box is shaken and two pieces of paper would be pulled out. The first paper fallen down would be the experimental group while the second paper fallen down would be the control one.

Variable

Variable is known as the condition or characteristic that is going to be manipulated, controlled or observed.. It consists of two type; independent and dependent variable. The independent variable is a variable that is easily obtained and can be diversified; while dependent variable is effect of independent variable. The independent variable of this research was buzz group discussion, while the dependent variable was students' express oral argumentation.

Data Collection

In collecting research data I used two kinds of instruments. They are non test and test. The non test would be cover for kind of data and for what kind of data and the test would cover pre test and post test.

Data Analysis

To identify the data I got, first I should know that the influences of the variables. We might also observe how strong the correlation of each variable was. To know about it we should know about correlation analysis. The degrees of the weakness or strength of the correlation especially in quantitative data is called correlation coefficient. It signs how big the influences of each variable are.

This paper was written as a result of an influence study between the two variables the using of buzz group discussion and expressing oral argument and influence study intended to find an index in similarity of agreement. In order to know about different result of the test, the researcher applied tcounting formula.

FINDING AND DISCUSSION

This research started from the hypothesis which stated that there is significant difference in terms of expressing oral argument ability between the students who are taught using buzz group and students who are taught without using buzz group.The findings showed that the different treatment used for the experimental group had given significantly different result in the students' ability to arrange argument orally. Therefore, the alternative hypothesis was accepted.

The analysis pointed out that the students who were taught using buzz group got better score than those who were not taught using it. It can be seen from the mean differences of both steps. It means that the use of buzz group can improve the students' ability in oral argument.

In experimental class buzz group was given eight times to improve oral argument ability and increase conceptual learning in ways that maximize students' involvement. It was developed to enhance oral argument ability for the students.The materials given were the same because the aim was to compare the results of pretest and posttest. By using buzz group technique eight times regularly, the students were showing progress in express oral argument through buzz group technique

As cited in the previous chapter that Slattery and Willis (2002:62) declare 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.

To begin the first meeting in the treatment class, I greeted the students and asked about their condition. Then I delivered some brainstorming critical questions which are interesting and appropriate to their level in order to provoke the student's attention. As the result some students still chose to be silent, because they were still shy and unconfident to express their idea orally. They usually answered the question based on the work books so it was not accustomed to them. However others students tried to express their idea even though only to say; yes, I agree, I disagree, no, I don't know and I don't think so. The most important things

were their courage to speak. Then the researcher explained the learning material and the objective of the lesson in order that students should know what they would achieve in the end of the lesson.

Apart from that, the researcher provided lists of compilation expression like giving opinion, introducing question, clarification, agreeing, disagreeing, and certainty/uncertainty in more formal, neutral and less formal situations. These also became their prior knowledge. Then, the researcher explained the procedure of buzz group discussion such as: assign a chairperson to manage the overall process and divided participants into groups, with three participants per group and assign a team-leader in each group to facilitate the discussion. Assign a time keeper in each group to time the sessions, etc . In the next activity, the researcher gave the topic about hortatory and discussion text- the materials which are based upon to the teaching syllabus. The title was "mobile should be banned in school". The researcher divided the students into groups and began the discussion. They did it unconfidently, but the most important thing was that they had already practiced it and started to discuss. It took two meetings to explain the role of buzz group discussion and gave the example how to arrange argument.

On the next meeting, the topic was the advantages/disadvantages of the internet. In order to reinforce their understanding, the activity was done in buzz group discussion. The researcher provided list of vocabulary related to the topic and showed for a couple a minute to them orally an example how to express oral argument.

After that I let them to practice like on the first and second meeting . The students determined their own spokesperson and recorded. Then all of them can participate on their result discussion. During the discussion some students ask how to make conclusion and what is the different between conclusion and reiteration. I informed them to look at the work book and read it carefully. Then I explained how to make conclusion and reiteration.

Buzz group discussion needed more about thirty minutes before students came up to the big group which belonged to the whole member in class. The students discussed with their own group, collected and decided the good argument before they presented in the big discussion. They practiced enthusiastically because they had been closed to each other before being put into the group; the researcher decided to choose the students who were good at speaking to lead their groups.

In addition, the researcher motivated and facilitated the students, monitored them, circulated them from group to group and jotted down important information from their activity on the field notes. The scripts of student's oral argument are as follow:

Group 1: Today I want to present my presentation about the advantages of internet. Internet is good, for example to find information for study.

Group 2: Today I want to present my presentation about the disadvantages of internet. Internet is bad because we can access porn video in class

Group 3: Good morning, I want to say that internet is fine because we can use for study and chatting

Group 4: Good morning, I thing internet is bad because many people look violence include us.

Group 5: I thing internet is good but depend on the user

Group 6: I think internet is good for chatting

Group 7: I disagree, because Internet waste our time and many

Group 8: Good morning, I want to say that internet is fine because we can use for study

Group 9: Good morning, I thing internet is bad because many people look bad things on internet

Group 10: I thing internet is good but depend on us

To make them aware about the instructional adjective, the researcher provided a guideline on the board about how to deliver argument orally. Then, after buzz group discussion ended, the researcher explained the way of expressing oral argument. The researcher also said it in Bahasa to make students understand more clearly. When those groups expressed argument orally in big group, none of them expressed the argument instructionally so the researcher clarified how they had to back up their claim by giving their reasons that were supported by evidence in the following researcher's script:

R : It is my view that (more formal), I think (neutral) or to me (less formal) internet is bad because it can destruct our attention, for example, when the teacher teaches us, we are busy looking at our devises.

Most of the students were doing well, although they were still shy and improperly in expressing argument when they were practicing in the big group discussion. In closing the buzz group discussion, the best spokesman was still the students who had previous basic in oral English.

For the topic of "Why a clean school can impact student success", the students felt excited because they felt like in a real situation. In making argument, they saw some references from the pamphlet, poster event announcement in class room and school environment. Some of the argument points were the same but every group had different styles to express their arguments on it. They expressed their idea based upon their experiences. All of groups made suitable arguments related to the topic. From meeting to meeting they got some progress in expressing oral argument because the students, since the beginning of the treatment, had much time to practice in small groups and big groups.

The last meeting was about homework, in which, the result was quite a surprise for the researcher because student who never expressed argument orally before had expressed the idea properly. The classes were getting noisy because every student wanted to participate in the big discussion. They gradually felt enough courage to express argument orally. The following is student's script:

Group 1: Good morning today I want to present my presentation about the advantages of homework. In my point of view homework is good, because it can increase our knowledge for example when study in home our knowledge will be increased.

Group 2: Good morning, I disagree, I believe homework make student feel stress internet because we have to study twice in home and in school.

Group 3: Good morning, I want to say that homework is great because it will develop our responsibility.

Group 4: Good morning, I thing homework is bad because students do enough work in school and they want to do their hobby after school.

Group 5 : Good morning to me homework is good because I want to be smart students so I have to study hard like do homework at home

Group 6: Good morning today I want to present my presentation about the advantages of homework. In my point of view homework is good, because it can increase our knowledge for example when study in home our knowledge will be increased.

Group 7: Good morning, I disagree, I believe homework make student feel stress internet because we have to study twice in home and in school.

Group 8: Good morning, I want to say that homework is great because it will develop our responsibility.

Group 9: Good morning, I thing homework is bad because students do enough work in school and they want to do their hobby after school.

Group 10: Good morning to me homework is good because I want to be smart students so I have to study hard like to do homework at home.

It is proved that the buzz group had those strengths as Slattery and Willis said that the students were very enthusiastic during teaching and learning process using buzz group because it made them easy and had more chances to speak in the class. It also could be seen from their attitude during buzz group being applied which they tried to express their ideas in English without having anxiety. In the prosess of assessment which the students had to convey their thought orally related to the topic, they seemed to have enough information, and they were confident.

Above all, effective learning was provided by the facts that buzz group could make the students understood the lesson quite easily since they did not only listen to what their teacher said, but also they had chances to discuss and practice expressing oral arguments in buzz group discussion.

From the discussion above, it could be concluded that the expressing oral arguments ability of the experimental group was better than pretest. This was due to the fact that the posttest class was taught using buzz group and the pretest was taught without using buzz group. Thus, the null hypothesis stated that the students who were taught using buzz group did not get better ability than who were not taught using buzz group was rejected. In addition, the students who were taught using buzz group got a significant improvement in their ability in expressing oral arguments

The result of this research is able to give contribution particularly to the researcher, the English teachers, and the students. First, the researcher can investigate the effectiveness of buzz group especially in teaching arguments and get the scientific data about it. The researcher can also verify that buzz group is effective and a good way to teach expressing oral argument. Second, the teachers know that buzz group can be an alternative to teach

argument , and teaching using buzz group is simple and not expensive. In addition, it can give the students opportunity to speak confidently so that the teachers will not be frustrated when they ask the students to argue in the class. Finally, the students can learn English enjoyably because they have opportunities to share their ideas with their friends in buzz group activity and that they have a lot of opportunities to practice oral argument as well.

In pre-test the mean score was 56.6 and the mean score of posttest was 72.64. It can be concluded that buzz group can improve the students' oral argument ability which can be seen in the data proven. Furthermore, those indicated that both groups had the low in oral argument ability before the experimental group obtained the buzz group as the treatment. However, after buzz group was conducted the experimental group was able to improve their speaking ability significantly and got the greater score than the pretest one.

This finding implied that there was enough evidence to reject the null hypothesis, and the alternative hypothesis was accepted. It means that the students who were taught using buzz group got better ability than those who were not taught using buzz group.

CONCLUSIONS AND SUGGESTIONS

The implementation of buss group discussion is effective in developing students' expressing oral argument skills. After applying buzz group discussion the students now are able to express argument orally as well as to argue with smooth and confident manner. However, if compared to the phase that was not taught by using buzz group, the students are still difficult to express argument orally and they are still unconfident to use English orally. The data support this statement can be seen based on the data that indicates that there is significant difference between the result of pre-test and post-test. The result of t-counted (2.850) was higher than t-table (2.048) which means through

buzz group students speaking skills could be improved effectively.

I would like to give suggestion especially to my colleagues that we should make good teaching preparation, appropriate technique and creating joyful teaching so that it will make our class more effective and meaningful. Other researcher who wants to apply buzz group discussion should prepare all material well so that the result of teaching and learning process will reach the goals.

REFERENCES

Gower, R., Phillips, D.,and Walters, S. 1995.*Teachingpractice Handbook.Oxford: Heinemann*

Gebhard,Jerry G. 2000. *Teaching English as foreign or second Language: A Teacher Self-Development and Methodology Guide. Ann Arbor: The univercity of Michigan Press*

Group Innovation Tools: *Discussion 66 – From: Creativity at work [online]. [Accessed 28th Jan 2008]. Available from World Wide Web: http://creativity.atwork-network.com/2007/10/14/group-innovation-tools-discussion-66*

Jaques, David. 2003. *ABC of learning and teaching medicine: Teaching small groups.*
Available online at: http://www.bmj.com/cgi/content/full/326/7387/492. Retrivied on January 15, 2010

Kachisa, Esekil. 2004. *Participatory Teaching and Learing: Aguide to Methods and Technique. Malawi Institute of Education. Avilable online at : pdf.usaid.gov/pdf docs/PNADE007.pdf.* Retrivied on November 10, 2009

Mary, and Will.2002 *English for Primary Teacher; Handbbok of activities and classroom language*

McKeachie.Wilbert J.1994. *Teaching tips; A guide for beginning college Teche(9thed.).Lexington, Massachusetts: D.C. Heath and Company*

Renner, peter.1993. *the art of teaching adult: How to become an Exceptional Facilitator.*
Avilable online at : www.parenteducationask.ca/pdf/buzz group.pdf. retrivied on november 17, 2009

Tribeus, Richard G. 1990. *Small Group Teaching: A Trouble-Shooting Guide.*
Toronto; Ontairo; OISE Press and the ontiro Institute for Studies in Education Press