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IMPROVING STUDENTS' SPEAKING SKILL THROUGH DISCUSSION METHOD AT HIGH SCHOOL

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ABSTRAK

Penelitian ini bertujuan untuk Meningkatkan Kemampuan berbicara siswa dengan Menggunakan metode diskusi pada Siswa Kelas Sebelas SMA Tut Wuri Handayani Makassar. Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus yaitu siklus 1 dan siklus 2 dan setiap siklus memiliki empat kali pertemuan. Penelitian pada tiap siklus terdiri dari empat Langkah; perencanaan, tindakan, observasi, dan refleksi. Data dalam penelitian ini menggunakan kuantitatif (tes) sebagai data utama dan kualitatif sebagai data pendukung. Sampel dalam penelitian ini sebanyak 23 siswa di kelas XI MIPA di SMA Tut Wuri Handayani. Hasil penelitian menunjukkan bahwa penggunaan Metode diskusi berhasil meningkatkan kemampuan berbicara siswa. Hal ini dapat dilihat dari nilai rata-rata siswa kelas XI MIPA. Nilai rata-rata pada siklus 1 adalah 69,34 yang dikategorikan baik dan nilai rata-rata pada siklus 2 adalah 78,21 yang dikategorikan sangat baik. Penelitian ini menunjukkan bahwa nilai rata-rata pada siklus 2 lebih baik dari siklus 1. Persentase siswa yang memenuhi kriteria ketuntasan juga meningkat. Pada siklus 1, terdapat 9 siswa (39,12%) yang memenuhi kriteria ketuntasan minimum (KKM). Pada siklus 2, terdapat 18 siswa (78,25%) yang memenuhi kriteria ketuntasan minimum (KKM). Kesimpulan penelitian ini adalah Metode Diskusi dapat meningkatkan hasil belajar siswa dalam kemampuan berbicara.

Kata Kunci: Metode Diskusi, kemampuan berbicara, hasil belajar

ABSTRACT

This study aims to improve students' speaking skills by using the discussion method in the eleventh grade students of SMA Tut Wuri Handayani Makassar. This research is a classroom action research (CAR). This research was conducted in two cycles, namely cycle 1 and cycle 2 and each cycle had four meetings. Research in each cycle consists of four steps; planning, action, observation, and reflection. The data in this study uses quantitative (test) as the main data and qualitative as supporting data. The sample in this study was 23 students in class XI MIPA at SMA Tut Wuri Handayani. The results showed that the use of the discussion method succeeded in improving students' speaking skills. This can be seen from the average grade XI MIPA students. The average value in cycle 1 is 69.34 which is categorized as good and the average value in cycle 2 is 78.21 which is categorized as very good. This study shows that the average score in cycle 2 is better than cycle 1. The percentage of students who meet the criteria for completeness also increases. In cycle 1, there were 9 students (39.12%) who met the minimum completeness criteria (KKM). In cycle 2, there were 18 students (78.25%) who met the minimum completeness criteria (KKM). The conclusion of this research is that the Discussion Method can improve student learning outcomes in speaking skills.

Keywords: Discussion Method, Speaking Ability, Learning Outcomes



INTRODUCTION

Studying English involves not only learning sentence structure and vocabulary, but also learning how to communicate with others. Students participate in the daily conversation because they have unique thoughts and emotions that they want to communicate (Sujarwo, et al., 2022). Although this learning cannot be achieved in a single step, there are some members of the public and participants who can help to start a conversation (Toding et al., 2021). Speaking is part of daily life that everyone should develop in a subtle and detailed language (Derakhshan, Khalili, & Beheshti (2016).

Speaking is the main aspects of the language (Imran, et al., 2022). By speaking the language are works because speaking is an interactive process for producing and receiving information (Yahrif, 2019). Addition, speaking is an important skill which is done by producing voice of words (Sasabone, et al., 2022). It is using for communicating with others (Firmansyah & Valatansa vegian, 2019).

Furthermore, Tarigan (1990) states that Speaking is ability to produced articulation sounds or sentences that express an idea or feeling (Rezeki, et al., 2022). Based on his theory speaking is device to communicate ideas arranged and developed depending on listener needed (Nurjannah, 2022). The goal of the speaking is "communication". For the effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the conversation. There are many aspects of speaking skill there are utterance, Vocabulary, grammar, content and meaning, and pronunciation.

Kurnia (2020) states that speaking skills are included in mechanical skills because the more you talk, the more you can improve your speaking skills. Students in improving their quality need speaking skills. When learning at school, speaking skills are required to express opinions, provide information, and receive news. In addition, speaking also aims to train the fluency of articulation or words. Speaking skills aim to prepare students to speak in public/with many people (Imran, et al., 2022). Speaking skills are one of the Indonesian language materials about communicating correctly and correctly according to Indonesian spelling. As the country's national language (Jubhari et al., 2022), Indonesian must continue to be fostered and developed to produce reliable speakers. Even the Indonesian language has expanded to foreign countries, and there are Indonesian language materials in several other countries. The key to learning Indonesian is to speak correctly and correctly according to the rules of the language. While speaking skills play an important role in learning because they can be used in everyday life, oral communication is used to realize these goals.

According to Tarigan (2008), the main purpose of learning speaking skills is to communicate and socialize with fellow humans properly and correctly with polite language. A good speaker must also know the meaning of the direction and purpose that is adjusted to the basic principles of good speaking.

Smaldino, Lowther, & Russell (2005) in Rizka Amalia stated that discussion is a useful way of assessing the knowledge, skills, and attitudes of a group of students before finalizing instructional objectives that involves the exchange of ideas and opinions among students or among students and the teacher. Discussions can be led by the teacher by introducing questions to get responses from the students (Amalia, 2014). While, Davies states that Discussion is an informal method, with a great deal of involvement and interaction.

Additional, Brookfield (2006:2) states that "discussions is discipline and focused exploration of mutual concerns but with no end point predetermined in advance. Hoover states that discussion is the process of talking things over among two or more persons, preferably face to face. He adds that the total discussion process ideally is a

cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives. Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study.

There are some advantages of discussion method. Smaldino, Lowther, & Russell (2005, p.29) state that there some advantages of using discussion method: Interesting. Discussions are often more interesting for students than sitting and listening to someone tell them facts. Challenging. Students can be challenged to think about the topic and apply what they already know. Inclusive. Discussion provides opportunity for all students to speak, rather than only a few answering teacher questions. Opportunity for new ideas. Students may bring new ideas to the information presentation.

This research has been conducted by several researchers. One of the research had done by (Fernandez Arung, 2016) entitled Improving the Students' Speaking Skill through Debate Technique. In her article, he stated that; (1) debate technique is more effective to teach speaking Volume 2, No. 6, November 2019 pp 891-895 892 | Improving The Students' Speaking Skill Through Debate Technique for the tenth grade students of SMA Negeri 1 lasusua in the academic year of 2011/2012; (2) the students who have high intelligence have better speaking achievement than the achievement of those who have low intelligence; and (3) there is an interaction between teaching technique and student's intelligence to teach speaking at the the tenth grade students of SMA Negeri 1 lasusua (Firmansyah & Valatansa vegian, 2019).

From the explanation above, researchers conclude that discussion is the method which consist of two or more persons in small group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach. So, this method is better used in learning process.

METHOD

This research was Classroom Action Research (CAR) method.

Subject

The subject of this research was class XI MIPA SMA Tut Wuri Handayani Makassar in the academic year 2020/2021. The class consists of 23 students including 16 females and 7 males. This research was conducted on August-September 2020/2021 at class XI MIPA of SMA Tut Wuri Handayani Makassar which is located on Jl. A.P. Pettarani II Lr.V.No 4 Makassar.This place is located in Panakkukang area

Instrument of the Research

a. Test,

The test is used oral test.I will divide students into several groups and give them a discussion topic.With the topic of discussion they could exchange opinions with their own groups.I could saw the progress of students learning after the implementation method of small group discussion easily.

b. Observation Cheklist

Observation checklist is a technique for collecting data about reseacher and students' activities in teaching and learning process. Then observation was given based on the reality in the classroom, this research used observation sheet.

Procedure of the Research

The Classroom Action Research (CAR) using Kemmis and Mc.Taggart (1998) design consists of four phases within one cycle. Those are planning action, observation and reflection. The procedures of the research are performs by implementing two cycles with four meetings in each cycle To make clear what was done by the researcher in every phase,and the procedures are as follows:

Cycle 1

In cycle 1 consists of four phases namely planning, action, observation, and reflection, as follows:

a. Planning

1. In this section, the researcher chose the appropriate material and topic related to the syllabus.
2. The researcher prepared the lesson plan which consist of three meeting and conducted by the researcher.
3. The researcher prepared list of student's names and scoring
4. The researcher prepared the observation checklist to see the students improvement.
5. The researcher prepared a test for the students.

b. Action

Action is the process of doing something. It was the implementation of planning. The researcher is flexible and ready to situation changing in the school. Thus, the action is dynamic, need immediately decision for what would be done and complete simple evaluation.

In this phase, I want to explain the important of speaking. Then the teacher introduce the small group discussion method and its procedure. Next, I distribute the material in teaching and learning process, then introduce the topic to the students. The students discuss about the topic and after that I ask them to find out the meaning of the topic and the students give critic or comment about that.

c. Observation

The researcher observed the situation of teaching learning and the students' participation in teaching learning process via zoom app and whatsapp by using observation sheet in each meeting. The researcher evaluated the students' improvement in speaking English by using discussion method in teaching activity.

d. Reflection

After collecting data, the researcher evaluated the teaching learning process. Next, the researcher analyzed the students' achievement. But, the researcher found that first cycle was less successful then the researcher reviewed the lesson plan for the next cycle and continue to the next cycle (cycle II).

Cycle II

Cycle I and II are alike. Cycle II also consist of planning, action, observation, and reflection as follows:

a. Planning

- 1). The reseacher revised the lesson plan and modify the technique.
- 2). The researcher reselected the materials.
- 3). The researcher repaired the weakness of the action in the first cycle.
- 4). The researcher prepared a test for the students.

b. Action

Action is the process of doing something. It was the implementation of planning. The researcher is flexible and ready to situation changing in the school. Thus, the action is dynamic, need immediately decision for what would be done and complete simple evaluation.

In this phase, I want to explain the important of speaking. Then the teacher introduce the small group discussion method and its procedure. Next, I distribute the material in teaching and learning process, then introduce the topic to the students. The students discuss about the topic and after that I ask them to find out the meaning of the topic and the students give critic or comment about that.

c. Observation

In this section, the researche observed the situation of teaching learning students' participation in teaching learning process by using observation sheet. The

researcher the end the cycle. The researcher evaluated the students' improvement in speaking English by using discussion method in teaching activity.

d. Reflection

Reflection was looking for the result of the second cycle action process, to analyse, understand and make conclusion of the activity. The researcher analysed the second cycle in which the action of this cycle reaches success criteria based on the result of the second cycle.

Technique of the Data Analysis

In this part, the researcher analyzed the students' score in speaking. The form of test was presentation. Moreover the researcher used the KKM that has been made by school which is 75, as the measurement to see the students' speaking ability.

1. To calculate the total score of students' speaking ability in every test:

$$\text{Score} = \frac{\text{Sum of individual score}}{\text{Maximum score}} \times 100$$

2. To calculate the mean of students' speaking ability score in every test, here is the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

$$\bar{X} = \text{Mean Score}$$

$\sum X$ = Sum of individual score

N = Total number of individual

(Sudjono, 2014)

3. To calculate the percentage of the students' development in speaking ability:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of students' improvement

F = Students frequency who passed the minimum score

N = Total number of students

RESEARCH FINDING

Result

The implementation of the Discussion method to improve the students' speaking skill was conducted in two cycles.

Cycle 1

a. Planning

In this step, there were some activities that had been done by researcher they were: make lesson plan consists of the action, preparing the teaching materials, preparing the test to measure the result of the teaching process. In the first cycle consisted of four meetings. Three meetings for teaching materials and one meeting for gave evaluation in every cycle to know the students speaking improvement.

b. Action

1) The first meeting on cycle 1

a. Warming up

The first meeting was did virtually by using class group in whatsapp, The researcher greeted the students and introduced himself before began the class after that check their attendance list. Before teaching the materials the researcher sent some expressions in the students groups that was related to the materials about suggestion as warming up. This expressions were sent included with all the thing that the students should be done.

b. Applied the discussion method

In this part the class still continue via Whatsapp. First, the researcher ask the students whether they had ever learnt speaking through discussion method. All of the students replied no. The researcher then explain to the student about discussion method via voice note.

The researcher distributed personal letters samples into the whatsapp group.and then asked the student to read and pay attention to the letter's sample. Afterward the researcher asked students to answer the questions and express his or her opinion relate on the topic in their own language, with the right of each student to refute his or disagree with another student. After that the researcher asked students to submit their opinions in video form.

c. Feedback

Every students sent their video to the researcher and the researcher gave feedback by coment the students act in the video.

2) The second meeting in cycle 1

a. Warming-up

In the second meeting the researcher text the students in whatsapp group, greeted the students and check their attendance. The researcher told the studets about the material for the day. Before teaching the material the researcher gave warming up to the students. The warming up was some expression that was related with the topic. The researcher sent the expression in the whatsapp group. To know the students participation the teacher asked some students to read the expression sent in the whatsapp group. Some students replied the command by sent their voice not read the expression.

b. Applied the discussion method

The researcher explained to the students about the topic "Personal Letter". After researcher finished explained the material, researcher gave the students opportunity to ask the question. The teacher gave the students a teks about the material to be discuss in whatsaap group. The teacher though the students how to pronounce some word and give the students time to discuss about the topic. After finished to discuss, teacher and students translated the teks and also asked the students to answer the exercise .After students answer the exercise, the researcher ask the students to send their answer via video.

c. Feedback

The researcher asked the students still discuss some questions that were given together related with the topic. The researcher then give feedback about the students discussion.

3) The third meeting on cycle 1

a. Warming-Up

The third meeting was done. The researcher chated the students in whatsapp group, greeted the students and checked their attendance. The researcher then told the students about the days topic. Before the researcher explain the material the researcher sent some vocabularies to the students whatsapp group. The researcher asked the students one by one to record their pronunciation and sent it to the group. The purpose of this warming up is to build the students motivation in studying English.

b. Applied the discussion method

In the third meeting, the class still done using whatsapp group. The researcher sent the topic to the students about "Cause and Effect". The researcher send the conversation to the students in whatsapp group. After that researcher sent some questions related the conversation. "What do you think is happening in the above conversation? Do you think smoking is dangerous? Do you think it should be banned?.The researcher ask the students to answer the question via video and send to personal whatsapp.

4) The fourth meeting on cycle one.

In the fourth meeting the researcher evaluated the students speaking skill to know the result of discussion method implementation. Researcher offer a test topic with the tittle o ‘The impact of technology development on student learning achievement’. Researcher gave instruction to the students about teks. To solve the test teacher gave them a time approximately 20 minutes. Then the students’ were asked to answer questions related to the topic given in the form of videos that were sent to the researcher.

Based on the observation that the researcher did via whatsapp and from the students respond some of the students quite interested in learning English by using discussion method..

Moreover, the result of cycle 1 test was calculated to average and percentage formula,the result is below.

Mean score

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

\bar{X} = Mean Score

$\sum X$ = Total students’ score was 1595

N = Total number of students’ was 23

$$\begin{aligned} \bar{X} &= \frac{1595}{23} \\ &= 69,34 \end{aligned}$$

Table the percentage score of students’ test result

No	Score	Criteria	Frequency	Percentage
	95 – 100	Excellent	-	-
2.	85 – 94	Very good	1	4,34%
3.	75 – 84	Good	8	34,78%
4.	65 – 74	Fairly good	5	21,73%
5.	55 – 64	Fair	7	30,43%
6.	35 – 54	Poor	2	8,69%
7.	0 – 34	Very poor	-	-
			23	100%

From the data above, it can be seen that there was 0% of student got excellent category, there were 4,34% of students got the very good category, there were 34,78% of students got the good category, there were 21,73% of students got the fairly good category, there were 30,43% of students got the fair category, there were 8,69% of students got the poor category, and there was 0% of students got the very poor category.

Table Minimum criteria of completeness (KKM) in cycle I

Criteria	Frequency	Percentage
Completeness	9	39,12%
Uncompleteness	14	60,85%

As described in table, there were 9 students or 39,12% who passed the score standard (75) as minimum criteria of completeness. It was categorized as completeness. Then, there were 14 students or 60,85% who did not pass minimum criteria of completeness. It was categorized as incompleteness.

c. Observing

In this session researcher observed both teacher and students' performances during cycle 1. Here, the researcher used such kind of observation checklist. The results could be seen in the table below.

Cycle 2

This cycle was done on Wednesday, 1st September 2021. Based on the result of cycle one, it was not satisfied. The researcher continued used discussion method in teaching process. It was explain as follows:

a. Revised Planning

In this session, after the researcher identified the issue and the problem in the cycle 1, then the researcher decided for presenting a material of research to overcome the students' problem in the class, in this session the researcher had analyzed a unique and interesting topic that different with the topic in the cycle 1. In the cycle 1, the researcher found that the students were not enthusiastic in learning process. As the result, in the cycle 2 the researcher changed the topic. In the cycle 1 consisted of four meetings, three meetings for implementing or teaching material and the end of meetings for speaking test.

b. Acting

In this part, the researcher implemented her planning to the students, she conducted her research by using discussion method to improve the students' speaking ability and also to build the interest of students in studying English. While conducting her research, the researcher observed the class to see the performances of students in speaking. The way of acting and observing as follows:

1) The First Meeting on Cycle 2

a. Warming Up

In this meeting, the researcher joined the virtual class via whatsapp, greeted the students and checked the students' attendance. Before teaching the material in the class, the researcher gave warming up to the students which was lead in vocabulary. The purpose of this warming up to build the students' motivation to study.

The researcher showed some vocabularies on the powerpoint and taught the students the pronunciation of those words that belongs to the content of the topic that would be read by the students. The researcher gave chance to the students to ask the meaning of the vocabulary.

b. Applying discussion method

At the teaching and learning process, the material that would be discussion was "causes and effects of corruption". The researcher explained the procedure to the students. The students were given several minutes to think carefully about the topic. After that students took turns expressing themselves in the group through their voice note. Each students has the right to support or justify the opinions of the other. After a discussions, researcher drew conclusions from the topic of discussions and redefined students' opinions that others could not understand.

c. Giving feedback

The researcher asked every student to use the words that were given in the warming-up when they expressing his/her opinions, it was to know the students' improvement in speaking skill, While the researcher also gave feedback to the students' performing.

2) The Second Meeting on Cycle 2

a. Warming up

In this meeting, the researcher started the class, greeted the students and checked their attendance. Before teaching the material in the class, the researcher gave warming up to the students which is lead in vocabulary. The purpose of this warming up to build the students' motivation to study.

The researcher showed some vocabularies and taught students the pronunciation of those words on the powerpoint of whatsapp that belongs to the content of the topic that would be read by the students. The researcher gave chance to the students to ask the meaning of the vocabulary.

b. Applying discussion method

At the teaching and learning process, the material that would be discussion was "Effects of global warming". The researcher explained the procedure to the students. The students were given several minutes to think carefully about the topic. After that students took turns expressing themselves in the group through their voice note. Each students has the right to support or justify the opinions of the other. After a discussions, researcher drew conclusions from the topic of discussions and redefined students' opinions that others could not understand.

c. Feedback

The researcher asked every student to use the words that were given in the warming-up when they expressing his/her opinions, it was to know the students' improvement in speaking skill, While the researcher also gave feedback to the students' performing.

3) The third Meeting on Cycle 2

a. Warming up

In this meeting, the researcher started the class, greeted the students and checked their attendance. Before teaching the material in the class, the researcher gave warming up to the students which is lead in vocabulary. The purpose of this warming up to build the students' motivation to study.

The researcher showed some vocabularies and taught students the pronunciation of those words on the powerpoint of whatsapp that belongs to the content of the topic that would be read by the students. The researcher gave chance to the students to ask the meaning of the vocabulary.

b. Applying discussion method

At the teaching and learning process, the material that would be discussion was "Extreme wheather due to global warming". The researcher explained the procedure to the students. The students were given several minutes to think carefully about the topic. After that students took turns expressing themselves in the group through their voice note. Each students has the right to support or justify the opinions of the other. After a discussions, researcher drew conclusions from the topic of discussions and redefined students' opinions that others could not understand.

c. Giving feedback

While reviewing those materials to the students, the researcher observed the students' improvement too during the implementation of cycle 2. In the end of the third meeting, the researcher informed the students to prepare their self for the test in the next meeting.

4) The Fourth Meeting on Cycle 2

In the fourth meeting, the researcher gave test to the students to know the result by using discussion method. The students were given a topic and some question related the topic after that the student had answer the question in the

form a video and send the video to the researcher so the researcher can scoring the students practice.

From the result of the test, the researcher classified the score using formula same as previous cycle. The purpose was to know how many students reached the standard.

Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

\bar{X} = Mean score

$\sum X$ = total students' score was 1.799

N = Total number of students was 23

X = $\frac{1799}{23}$
= 78,21

Table the percentage score of students' test result

No	Score	Criteria	Frequency	Percentage
1.	95 – 100	Excellent	-	-
2.	85 – 94	Very good	4	17,39%
3.	75 – 84	Good	14	60,86%
4.	65 – 74	Fairly good	5	21,73%
5.	55 – 64	Fair	-	-
6.	35 – 54	Poor	-	-
7.	0 – 34	Very poor	-	-
			23	100%

From the data above, it can be seen that there was 0% of student got excellent category, there were 17,39% of students got the very good category, there were 60,86% of students got the good category, there were 21,73% of students got the fairly good category, there was 0% of students got the fair category, there was 0% of students got the poor category, and there was 0% of students got the very poor category.

Table minimum criteria of completeness (KKM) in cycle II

Criteria	Frequency	Percentage
Completeness	18	78,25%
Incompleteness	5	21,73%

Base on table above, showed that there were 18 or 78,25% students who passed the score standard (75) as minimum criteria of completeness. It was categorized as completeness Then, there were 5 students or 21,73% who did not pass minimum criteria of completeness. It was categorized as incompleteness.

c. Observing

In this session researcher observed both teacher and students' performances during cycle 2. Here, the researcher used such kind of observation checklist. The results could be seen in the table below.

DISCUSSION

The result of observation checklists showed that the teacher' performance was good. It was proved there was high significant improvement from the first cycle which was 64% to the second cycle which was 74%. It indicated that students really interested with teacher role during learning process. The teacher gave a good role in class, teachers went not only as teachers but also director and collaborator. Teachers gave and explained the topic really clear and always kept students' spirit, not to make students bored with an old explanation method but teacher involved students in eliciting and doing the explanation.

We can also look at the students' performances in every cycle. The result of observation checklist indicated that students were still confused about mind mapping technique to organize argumentative writing in the class. There was an improvement of the students' performances. It was 62% in cycle 1 became 72% in cycle 2. It caused by the chosen materials that teacher gave to the students. Teacher gave them some appropriate materials which successfully boosted their interests. The chosen topic was related to the students' era and condition. So that, students were easy and enjoy during making the task.

Both of the teacher and students' performances above affected to the result of students' final test in every cycle. In cycle 1 the average was 69,34 and increased in cycle 2 became 78,21. It is also seen at the percentage of the students' test result including percentage of the students who completed the KKM score. In cycle 1, the percentage was 39.12%. Here, discussion method had not given a big contribution in which most of students still could not pass the minimum score. Mostly, students got difficulty to expressing his/her opinion. They were not able to collect their ideas in it. Therefore, the researcher decided to continue to cycle 2.

In cycle 2, the percentage was increased significantly became 78.25%. It was caused that majority of students were interested in using discussion method. Their speaking also improved better. It was also by the chosen topic. The topic in cycle 2 were so engaged and appropriate with the students. They were interested with the topic which was linked with their era.

As the statement above, it can be concluded that the discussion method was an alternative way to help the students in speaking English. It was recommended the students to be more creative and active to express their ideas. The students also had to think and play their imagination to think about topic.

Finally, the implementation of discussion method in teaching avtivity provided positive effects to the students' speaking skill. The students were able to speak fluently, confidently and enthusiastically after they had been taught by using discussion method in teaching activity. Moreover, the steps in conducting discussion method in teaching activity facilitated them to have chances to practice and to encourage their motivation

to speak English. Therefore, discussion method required them to be an active speaker in every activity.

CONCLUSION

Based on the result of the research, students still got difficulty to express hir/his opinion in cycle 1. It was proved by the minimum criteria of completeness (KKM) as 39,12%. Nevertheless, there was improvement found in cycle 2. The students responded the learning activity enthusiastically, interested with the topic in which relating to their era. It was seen by the result of research minimum criteria (KKM) which is 78,25%. Both of cycle 1 and cycle 2 indicates that there was improvement from cycle 1 to cycle 2. The use of discussion method successfully can improve students' speaking skill. It was proved from students' participation in speaking activity by using discussion method. Moreover, the high improvement of the result also caused by the appropriate topics choices from the teacher which is very engaging with the students. Therefore, researcher concludes that using discussion method for the eleventh grade' students at SMA Tut Wuri Handayani Makassar can be applied to improve students speaking skill.

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