

THE INFLUENCE OF THE USE OF
GROUP DISCUSSION WITH PROBLEM SOLVING
AND DIALOGUE IN TEACHING SPEAKING TO THE
THIRD GRADE STUDENTS OF SENIOR HIGH SCHOOL

A THESIS

In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



By

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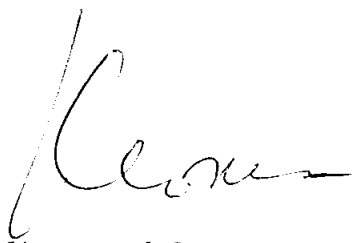
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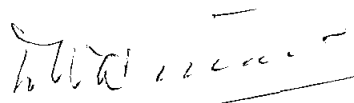
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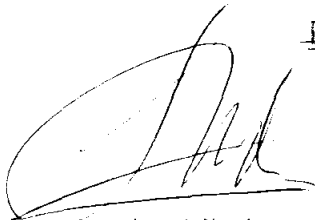
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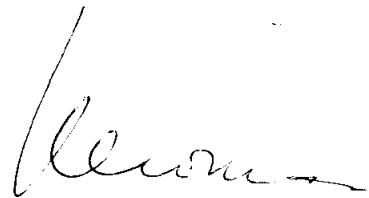
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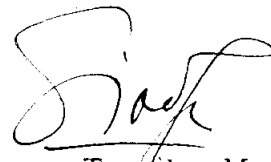
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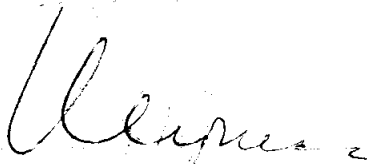


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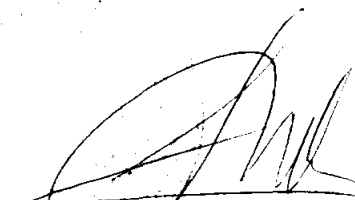


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ABSTRACT

Erliana, The influence of the use of group discussion with Problem Solving in Teaching Speaking to the Third Grade Students of Senior High School. S1-Thesis, The English Department of Widya Mandala Catholic University, Surabaya, 1998.

One of the objectives of teaching English at Senior High School is to make every student able to communicate in English. In developing students' speaking ability, the English teachers have to encourage the students to speak. Unfortunately, the students often face difficulties in speaking especially in expressing their ideas because they are reluctant to speak English in class.

Based on the above background, this experimental study, conducted in SMU Dapena I Surabaya has attempted to answer the question : "Do the students who are taught by using group discussion with problem solving get better Speaking achievement than those who are not taught by using group discussion with problem solving?".

The population of this study was the students of Senior High School. The subjects were the third grade students of SMU Dapena I Surabaya who belong to the school year of 1997-1998. Altogether the number of subjects was 56 students consisting of 30 students of III IPS₁ as the control group and 26 students of III IPS₂ as the experimental group.

Before the treatment, the writer first of all collected the score of the sub-summative test to see whether both groups were similar in terms of their ability and characteristic. The result of the sub-summative test and the posttest of the two group were analyzed by using t-test to find out the answer to the question and to test the hypothesis of the study. The result of the statistical calculation of the sub-summative test shows that the mean of the experimental group was 67.88461 and the mean of the control group was 67. The calculated t was 0.573642 and the t table at 0,05/2 level of significance was 2.000. Since the calculated t is lower than the t table, it means that at the beginning of the experiment the ability of the two groups was more or less the same.

Then, both groups were given different treatments. The experimental group was given group discussion with problem solving while the control group was given the dialogue materials.

From the teacher (the writer herself). The treatments were given in 4 meetings (each meeting 90 minutes). After the treatments were over, both groups

were given the posttest. The posttest was conducted to measure the students' speaking ability after the treatments were given.

The result of this statistical calculation of the posttest shows that the mean of the experimental group was 15.4 and the mean of the control group was 13.8. The calculated t was 4.134675 and the t table at 0.05 level of significance was 1.671. Since the calculated t is greater than the t table, the Alternative Hypothesis is accepted and the Null Hypothesis is rejected. It means that there is significant difference in students' achievement between the use of group discussion with problem solving and the use of the dialogue materials given by the teacher (the writer herself).