**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

1. **Relevant Researches**

Many researchers have reported students’ motivation in learning to speak; some of the researchers’ findings are acted concisely below :

1. Saniyati (2021) in this research entitled “*The influence of using discussion technique towards students speaking skill at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic tear 2020/2021*”. The findings of the research is the result showed that the value of significant generated Sig. (P.value ii) = 0,004<a = 0,05. It means that H was accepted and H was rejected. Based on the computation, it could be concluded that there was significant influence of using discussion technique towards students speaking skill of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2020/2021.
2. Fajriah (2013) in this research entitled “*Using group discussion tasks to improve the English speaking learning process of year XI students of MA AL-AMANAH Gunung Kidul*”. The research findings are mainly the use of group discussions to improve the speech learning process. Group discussions have been effective in training students in the process of learning to speak. They enjoyed this activity made the class very noisy. This activity can get students talking. Finally, the students became more active and communicative during the speech learning process.
3. Hadriana (2009) in this research entitled “*Improving Student’s Speaking Skill through Communicative Activities in small Group Discussion at the Third Semester of the English Study Program of FKIP UNRI*”. The research findings indicated that use of small group discussion in this research successfully improved students’ speaking ability. Small group discussions could create a fun atmosphere in the classroom so that they gain confidence in learning to speak. The improvements discussed relate to students’ fluency, pronunciation accuracy, grammatical accuracy and vocabulary when speaking English.
4. Menggo (2013) in this research entitled *“The Effect of Discussion Technique and English Learning Motivation Toward Student’s Speaking Ability. English Language Education Postgraduate Program Ganesha University of Education. Singaraja, Indonesia*”. Research shows that the discussion technique contributes better to students’ speaking skills than the conventional technique, and there is a significant difference in speaking skills among students with low motivation to learn English who are taught using the discussion technique and students with low English learning motivation for learning English learning motivation that is taught using conventional technique.

Based on the above result of some researchers, the researcher concludes that research result of some researchers, the researcher concludes that the research result indicated that the discussion technique effectively influences the speaking skills of the students. The above research has similarities and differences with the researcher’s research.

1. **The Concept of Speaking**
2. **The Definition of Speaking**

Many experts have come up with definitions of speaking. Speaking is a way message when you share ideas, knowledge, and feelings with other people. It’s the most important method by which the narrator can express himself verbally.

According to Hammer (2001: 269) ability to speak fluently using knowledge, information and announce it on the spot. He needs the ability to help manage to speak. It happens in the real state and has some time to plan it. Therefore, fluency is necessary to achieve the purpose of the conversation.

Richards (2008: 19) argued that to speak is to explore an idea, to acquire something fact, subtract different aspects of the world or basically being together. It means when learners can speak accurately or fluently, which helps them communicate easily and explore their idea. Speaking English also helps students get up-to-date information on health, technology, and science field.

Speaking is an ability to talk or tell something to other people in daily activities. Brown (in Wiratsih, 2011) concludes that someone be able to carry on a dialog or conversation reasonably competently when their speak. He explains that an ability in demostration is almost always to accomplish pragmatic goals through an interactive discourse with other speaker of language is a benchmark of successful aquisition.

Gonzalez (2015) states that speaking is consider as the most important skill when learning a foreign language since it is the basic ability for communication.

From the theory of speaking above, the researcher can define speaking as the important skill for generating the ideas, exploring the thoughts, managing the plans, and communicating it accurately and fluently to others.

1. **Kinds of Speaking**

Speaking is typically separated into categories, speaking competency and speaking performance, according to Martin (1991: 9).

1. Speaking Competency

According to Martin (1991: 80), competence is the ability, skill, and knowledge to do something. Based on this fundamental definition, researchers may also conclude that speaking competency is the ability of someone to speak while combining their inclusive skill and how to deliver competence.

1. Speaking Performance

Martin (1991: 306) claims that performance is a person’s method or maner of play, leading one to believe that speaking performance is a person’s manner of speaking with accessed opinion with fluency and accuracy. Performance is what a person does.

1. **Elements of Speaking**

Speaking encompasses two elements, according to Hammer (2001: 89), that cannot be separated from one another: accuracy, which includes pronunciation, grammar, and vocabulary, and fluency, which includes effectiveness and accent. To understand the impact of the discussion technique, the writer of this study only focused on speaking fluency.

1. Accuracy

Accuracy is the quality of being accurate, according to Webster’s Dictionary (1991: 29). The oxford dictionary defines accuracy as the degree of correctness. In Rahmawati (2008: 9), Marcel claims that accuracy is a way in which people use the right words and sentence structures. Three components that cannot be separated together make up accuracy. Pronunciation, grammar, and vocabulary are these three things.

1. Fluency

Fluency is the ability to use language quickly and expressively, according to Webster’s Dictionary (1991: 35). It is probably best accomplished by allowing the “stream” of speech to “flow”; then, assuming that this speech spills over beyond comprehension, the “riverbank” of instruction or some details of phonology, grammar, or discourse explain that fluency is defined as the capacity to convey communicative intent without excessive hesitancy, too many pauses, or breakdown in communication. It deals with how effectively people converse in everyday situations. According to crystal (1997: 532), it is possible to be accurate without being fluent.

1. **Principles for Designing Speaking Technique**

The teacher should think about the type of technique that would work best in the classroom when teaching speaking. The teacher must pay attention to speaking technique design principles in order to implement the proper technique in the teaching and learning process. Brown (2001: 275-276) suggests seven guidelines for creating speaking techniques.

1. *Use techniques that cover the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.* In today’s interactive language learning, teachers can easily veer off into a task that ignores pronunciation advice or grammatical pointers. In order to avoid boring their students with repetitive drills, teachers must pay close attention to the language that should be taught. Drilling should have as much significance as possible.
2. *Provide intrinsically motivating techniques*. At all times, make an effort to appeal to students’ long-term objectives and passions, as well as to their desire for knowledge, status, achieving competence and autonomy, and “being all that they can be”.
3. Encourage the use of authentic language in meaningful contexts. For the speaking exercises to have meaning for the students, the teacher should encourage the students to use the real language. The teacher must be resourceful in order to suggest the kind of authentic language that should be used during the speaking activities because it is difficult to keep coming up with meaningful interactions.
4. *Provide appropriate feedback and correction*. The teacher is the only source of useful linguistic feedback for students in the majority of EFL situations. The teacher should provide the necessary feedback and correction when the students make mistake during the activities so that they do not repeat them.
5. *Capitalize on the natural link between speaking and listening*. The teacher should incorporate listening activities into speaking activities because speaking and listening cannot be separated from one another.

Understanding is frequently the starting point for developing language production skills.

1. *Give students opportunities to initiale oral communication*. As part of oral communication competence, one must be able to start conversations. Students can have the chance to practice their communication skills by asking question or starting a conversation with other students.
2. Encourage the development of speaking strategies. Most students are unaware of creating their own unique strategies for achieving oral communicative goals while they are learning a language. Usin fillers, conversation maintance cues, getting someone’s attention. Using paraphrases for structures one can’t produce, appealing for the interlocutor’s assistance, using formulaic expressions, and using mime and non verbal expressions to convey meaning are some of the strategies.

In order to develop effevtive speaking technique, the teacher must take the needs of the students into account. Using the right strategy would increase student motivation and uphold a positive environment. The teacher should incorporate speaking and listening activities because oral speech develops from listening activity.

1. **Teacher’s Roles during the Speaking Lesson.**

Teacher frequently use metaphors to describe their work, according to Harmer (2007: 56). Because we are constantly on stage. Some people claim that they are actors. Due to the fact that “I direct conversation, set the pace, and set the tone”, other believe they are similar to orchestra conductors. We can infer from those statements that teacher play a variety of roles, depending on their own perpectives. Additionally, during the speaking exercises, teachers must take on a variety of roles. The three specific roles that Harmer (2007: 275-276) suggests for teachers are listed below.

1. Prompter, when students “get lost”, are unable to think of what to say next, or otherwise fail to speak with the level of fluency that is expected of them, the teacher could take on this role. By makinf specific recommendations, the teacher could assist the students.
2. Participants. When the teacher takes part in the class discussions, role plays, or dialogue, the teacher is acting in the capacity of a participant. However, teachers must exercise caution to avoid dominating the conversation, speaking too much, or grabbing all the attention.
3. Feedback provider, feedback from the teachers regarding the students. Speaking depends on the tact of the teachers and the appropriateness of the feedback provided in specific circumstances. Both the activity’s content and the language used could be discussed in the feedback.
4. **The Concept of Vocabulary**

According, to oxford leaner pocket dictionary (2005: 482), is every word in a language that a person is familiar with or employs. There is a list of vocabulary word along with their definitions. The alphabetically arranged list of words, most of which have definitions.

According to Thornbury (2002: 14), vocabulary is a crucial component of language proficiency and provides much of the foundation for how well students listen, speak, read, and write. He claimed that without an extensive vocabulary and methods for learning new words, students could only reach a portion of their potential. He also stated that vocabulary refers to a large collection of items. A person’s word knowledge is enriched by learning new vocabulary, according to Stahl (2005). According to Thornbury, vocabulary is knowledge; understanding a word’s meaning also involves understanding how it fits into the larger context. A person cannot acquire a lifetime’s worth of vocabulary knowledge. These definitions led the researcher to the conclusion that vocabulary is a large collection of words that are a component of the language system people use to communicate. Understanding the function of words in the world is known as vocabulary.

1. **Kinds of Vocabulary**

According to Howard Jackson these two kinds of vocabularies, are elaborated as the following :

1. Active Vocabulary

Active vocabulary is the words that the students use in their own speech and writing. It is used in oral or written expression by the students.

1. Passive Vocabulary

The words that students can recognize and understand in other people’s speech or writing are known as passive vocabulary. It refers to the words that students recognize and comprehend when they are used in a context or when they require a reminder from a speaker. In reading or listening materials, students frequently find passive vocabulary. When they read a word in a text will discover its meaning, and they will then be able to decipher any words that are unclear to them. The national reading panel distinguished four categories of vocabulary: speaking vocabulary, reading vocabulary, and writing vocabulary.

1. **Part of Vocabulary**

Due to their to properly use and understand each part of speech, the majority of students are unable to communicate grammatically. Therefore, learning the parts of speech is the first crucial step if we want to communicate effectively.

Hammer (2001: 36) asserts that among the many things a teacher should be aware of when considering sentence structure is the different parts of speech. They are, noun, adjective, verb, adver, conjuction, preposition.

The understanding of word meanings is generally referred to as vocabulary. The existence of words in at least two different formats-oral and written-is this definition. The set of words from which we can infer meaning when speaking or reading aloud are referred to as oral vocabulary in the rules of language usage. The words in our print vocabulary are those whose definitions are clear when we write or read aloud. These are significant distinctions because the vocabulary those beginning readers are familiar with consists primarily of oral representations. (2005: 3) Kamil and Hiebert.

Vocabulary is crucial to learn because it allows us to comprehend English in its various forms, including writing, reading, and translation. According to the researcher, vocabulary is a collection of words used in daily life that are very useful.

1. **The Roles of Vocabulary**

Vocabulary plays a crucial part in language lerning, according to David Wilkins in Thornbury (2002: 13). According to a linguist, “very little can be conveyed without grammar, and nothing can be conveyed without vocabulary.”. Grammar is the skeleton of a language, while vocabulary is its flesh. It implies that developing a vocabulary is crucial. To be able to use the language effectively, a certain amount of vocabulary is required.

Furthermore, the significance of vocabulary knowledge in the advancement of reading abilities has long been acknowledged. Researchers first made this observation in 1924, stating that “continuos growth in word knowledge depends on growth in reading power.”. it implies that in order to master language skills, one must first master vocabulary. The National Reading Panel’s 2000 Report is cited in Jhon and Shane (2004).

Bromley (2004) asserts that vocabulary plays a number of significant roles in the teaching and learning process as evidence of its significance. The following are them:

1. Promoting Fluency

Students who are understand many words read more quickly and easily than those who are not.

1. Boosting Comprehension.
2. Improving Achievement.

Students with large vocabulary score higher an achievement tests than those with small vocabularies.

1. Enhancing thinking and communication.

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

Knowledge of vocabulary is very important, so leaners must pay more attention to the teaching o vocabulary. To successfully accomplish the goal of teaching vocabulary, the teacher must employ an effective and efficient methodology. If someone can master vocabulary, they will be able to archieve more and communicate more effectively.

1. **Vocabulary Mastery**

The process of expanding one’s vocabulary involves not only learning new words but also deepening one’s understanding of word that are already known in part, according to Cameron (2001: 74). Furthermore, increasing vocabulary knowledge can aid studens in thir language learning process by serving as a fundamental building block for mastering the four language skills. Encouragement of memorization techniques can often make students bored, so teachers must find the right activity to pique their interest in participating. However, before doing so, they must firs understand the fundamentals of vocabulary instruction, especially for young students.

Vocabulary mastery is crucial for learning English, according to hamer (Longman: New Edition). The four fundamental English skills can be learned by students with a high vocabulary. Because it carries content to communicate ideas or information, vocabulary plays a crucial role in language learning. In light of this, the students’ knowledge of frequency and use will have a significant impact on the decision of what vocabulary to teach and learn. But the evaluation of this data will take into account a variety of factors, including topics, functions, structures, teaching aptitude, needs, and preferences.

A solid command of vocabulary aids students in precisely expressing their thoughts. Learning to read, listen to others speak, respond, speak clearly, and write on a variety of topics will all be made possible by having a large vocabulary. The leaners will be unable to express certain ideas or ask for information.

However, if they are unable to understand the meaning of the words that are being used. By studying vocabulary, students can learn a lot of words that will help them communicate effectively in a foreign language whether they are writing, reading, listening to, or speaking it.

The students need to possess a sufficient level of vocabulary and grammar knowledge in English in order to accomplish this goal. Given the significance of vocabulary in foreign language learning, it is important to ensure and develop this skill. Otherwise, the teens’ vocabulary will be constrained and consequent. As a result, they will have trouble picking up the language’s skills. Early primary language acquisition is linked to the acquisition of a sizable vocabulary.

1. **The Learning of Vocabulary**

Vocabulary is a crucial part of learning a second or foreign language because it is required for expressing meaning and communicating ideas through both receptive and productive skills (Mehring, 2005; Carpenter and Olson 2011).

Komachi and Khodareza (2012) vocabulary learning is important because it is needed by leaners to acquire a lot of words so they can use the vocabulary for any needs especially academic needs.

Vocabulary, according to gardener (2009, as cited in Adger, 2002), is not only limited to the meaning of words but also shows how vocabulary in a language is structured, including how people use, remember, and learn words as well as the connections between words, phrases, categories of words, and individual words.

Without grammar, very little can be said, and without vocabulary, nothing can be said, according to thornbury (2002: 13), who is quoting David Wilkins. This demonstrates that learning vocabulary is almost as important as learning grammar. Thornbury’s emphasis on its significance makes it clear that, in order to be effective, vocabulary instruction must be engaging for students.

The teacher can begin by demonstrating or drawing a picture when teaching vocabulary, according to Harmer (2002: 229). One of the technique Harmer (2002: 239) suggested is “Snap”, in which students have to check off the picture and the words, but in this study, the researcher didn’t use the method.

Once those words are encountered repeatedly, understanding of their meanings and uses in the target language grows with each encounter. The students’ knowledge of those words is thereby indirectly increased each time they come into contact with them.

Vocabulary learning “cannot be left to itself,” according to Nation (2008). It should have been well throught out. The following communicative task is an example of how he explains how to maximize vocabulary learning from it.

1. Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.
2. Design the task so that the written input needs to be used.
3. Get each learner in the group actively involved.
4. Ensure that the vocabulary is used in ways that encourage learning.
5. Make an observation checklist for monitoring the activity, and if possible, use it.

Brown (in Cameron, 2001) oulines five crucial vocabulary learning steps that are based on research into learner strategies. The five key steps are having sources for learning new words, getting a clear picture of the words’ forms-visually, aurally, or both-learning the words’ meanings, creating a solid memory link between the words’ forms and meanings, and using the words.

As was already mentioned, Cameron (2001: 86; Brewster and Ellis, 2003: 88) states that understanding the forms of new words is a part of learning vocabulary. In connection with this, teachers expect students to be able to pronounce and write word correctly. The words “knowledge” contain these essential components. The teacher can address word forms inmany different ways. Students first listen and repeat what the teacher says. Second, the students study the writtern form, paying attention to details like word spelling and the order of the first and last letters.

Third, the students notice grammatical information such as giving attention to the article used in the plural or singular nouns. Fourth, students copy and organize the new words in language activities.

Recent research suggests that teaching vocabulary many be challenging because many teachers lack confidence in the best practices for teaching vocabulary and occasionally do not know how to start putting an instructional emphasis on worfd learning (Berne and Blachowicz, 2008).

1. **The Concept of Pronunciation**

According to Cameron (2001: 74), the process of increasing one’s vocabulary entails not learning new word but also deepening one’s understanding of words that are already partially known. Additionaly, by acting as a fundamental building block for mastering the four language skills, expanding vocabulary knowledge can help students in their language learning process. Teachers must choose the best activity to engage students because encouraging memorization techniques can frequently make them bored. However, especially for younger students, they must first comprehend the fundamentals of vocabulary instruction.

1. The Importance of Pronunciation

Pronunciation matters for a number of reasons, one of which is that better pronunciation demonstrates students’ improvement in their ability to perceive sounds in categories more like those of a native speaker. This indicates that they are more likely to understand which sounds are present in words that are native to them (i.e., they are more likely to speak with a native accent).

e.improved reading aloud). They are also more likely to have improved phonetic spelling abilities and better abilities to correctly sound out new words they read. As a result, more native-sounding speech can improve spelling, reading, and listening abilities. Early on, pronunciation is typically much simpler to learn. Less will ever be learned about a subject by students the longer a teacher chooses to ignore it. Therefore, neglecting pronunciation abilities until grammar and vocabulary have improved will frequently result in pronunciation together. Students who ignore pronunciation will typically have an accent that sounds foreign. Of course, understanding the students’ intended message is much more crucial than paying attention to their accents. As Jones states: “However, the unfortunate fact is that when laypeople (non-language educators) listen to someone with a foreign accent speak, they tend to focus on how the message is expressed as much as even more than on what is expressed. The accent and the listeners hinder communication. So, it follows that proper pronunciation is crucial for enhancing communication skills and facilitates effective communication. (2006: 269). “(Jones 2006: 269)”.

1. Factors that affect pronunciation learning

Many students find it difficult to pronounce the English language, which is probably due to a variety of causes and specific effects that made pronunciation difficult for many students. The impact on students learning pronunciation is one of a number of factors. The following are factors that Joanne (2002: 4) claims affect learning to pronounce words correctly:

1. The native language: the native language is an important factor in learning to pronounce.
2. The age factor:someone pronounces a second language like a native; They probably started learning it as a child.
3. Amount of exposure: it is tempting to view this simply as a matter of whether the learner is living in English speaking country or not.
4. Phonetic ability: it is commonly view that some people have a, better ear” for foreign languages than others. This skill has been variously termed aptitude for oral mimicry, phonetic coding ability” or auditory discrimination ability.
5. Attitude and identity: it has been claimed that factors such as a person’s sense of identity” and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.
6. Motivation and concern for good pronunciation some learners seem to be concerned about their pronunciation than others. From the above statement states that the language factor will increase and pronunciation will change with age, because the more we mature, increasing the ability that we have.

Based on previous research by Isyuniandri (2014) on students’ pronunciation errors at the ESP 2 program, he discovered that one of the difficulties Indonesian students have learning English is their poor pronunciation. They occasionally continue to pronounce the words in Indonesian style and rarely speak up because they are afraid of making mistakes. Isyuniandri (2014) also discovered that vowel errors were made by 49,11 percent of students, consonant errors were made by 18,7 percent of students, and diphthong errors were made by 32,18 percent of students.

In their subsequent study, “students” attitudes toward learning English pronunciation, “conducted by the Saundz Research Team in 2015, it was discovered that the majority of students strongly agreed with the statement “pronunciation is very important to me.”. less than 8 percent of students responded that they either disagree or are unsure of their feelings. In 92 percent of the cases, they expressed strong agreement. It suggests that students need to learn pronunciation because it is crucial to learning English.

1. **The Definition of Discussion**

A discussion is a particular kind of activity that involves dividing the class into smaller groups so that each group can effectively discuss a particular topic, issue, or problem. It is a collaborative process that encourages open communication between students actively participate. The teacher’s job is to serve as a moderator. Information is passed from teacher to student and from student to student. According to Yusuf (2012), the instructor shouldn’t let any one person control the conversation.

According to (Siswanti and Ngadiso, 2012) the meaning of discussion in small groups in the process of teaching learning is the students engage in the discussion of small group under the control of teacher or their friends for all sorts of information, making conclusion on answering the problem. The discussion goes on in the teaching learning process.

Classroom discussions are valuable for developing critical thinking when students learn how to arrange their ideas and then present them convincingly (Silverthorn, (2006).

A discussion technique could also be described as one in which the inststructor encourages or directs the students to express their thoughts and opinions in order to identify and resolve issue as a class. According to Oyedeji (1996), the discussion method is based on the idea that specific problems or topics are likely to have solutions or answers when the knowledge and viewpoints of numerous people are pooled.

Han (2007) emphasizes that a sufficient knowledge base established prior to discussion tasks is essential to learner participation. When students gain confidence in their knowledge, then they are more motivated to participate freely in the oral discussion. Thus, the class discussions may effectively assist in the second language teaching and learning both by presenting significant, interesting topics to incorporate the students (Stanley & Porter, 2002) and by offering a wide range of opportunities for students to interact and reach a useful negotiation for meaning (Kim, 2004).

Stephen (2005) describes discussion as a process of giving and talking, speaking and listening, describing and witnessing that aids in widening perspectives and fostering intercultural understanding. They continued by saying that new points of view can only be encountered discussion, which improves understanding and inspires renewed interest in learning.

1. **Types of Discussion**

Discussion is an activity that is used for various purposes. In language teaching, discussion is divided into some types. There are some types of discussion proposed:

1. Forum Discussion.

A program is a forum discussion if there is a designated period set aside for audience participation during it. The audience may submit questions by phone or letter if the discussion program is broadcast on radio and television. Due to time constraints or the contentious nature of the topic, a forum period is occasionally skipped.

1. Panel Discussion

During a panel discussion, a small group of participants converses about the subject much like in a conversation. The group is informal, and people are allowed to interrupt one another. A moderator may be tasked with removing verbose participants and promoting quiet ones.

1. Symposium Discussion

The symposium discussion yet another popular format for public discourse. A specific amount of uninterrupted time is given to group of experts during a symposium so they can each make a brief statement. After delivering their prepared remarks, they might take part in a panel discussion or be questioned by another set of interrogators.

1. Interrogations

Another iteration of the discussion format, which essentially involves experts being questioned, has become popular thanks to broadcasters. In Plato’s dialogues, Socrates engages in a game where one participant promises to respond to all of the questions posed by the other. In this way, the questioner has the opportunity to evaluate the suitability of one persons’s ideas.

1. **Stages of Discussion**

Discussion is used as a teaching tool in the oral classroom. Green and others. Al and Lam suggest three stages for implementing a classroom discussion in Richards, et al (2002: 226).

1. Pre-discussion

At this point, groups for productive conversation and related partners are formed. Four people per group has been discovered by students to be the ideal number for fluent interaction. Each group compiles a list of potential discussion topics, primarily based on its current professional, academic, or developmental concerns. Next, a discussion topic is chosen and broken down into manageable areas of inquiry for the time allotted. The task of researching and examining particular facets of the topics may then be divided among the responsible parties. Each participant has the option of doing their own research and considering the entire subject.

1. Discussion

In this phase, the groups engage in discussion while partner groups of observer evaluators keep tabs on the activity and record data using a variety of instruments. Later on, a detailed explanation of this process is provided.

1. Post-discussion

Peer feedback from the observer evaluators should come first in the final step. After that, the instructor can provide both groups and individuals with feedback on the content, intragroup dynamics, and linguistic appropriateness.

The groups then decide whether to choose a new topic or find ways to deepen and broaden the current one. In order to have a good discussion, there should be several stages to the conversation. The discussion process will be well organized thanks to the stages.

1. Group Discussion

Discussions can be categorized into 7 different categories depending on how they are used. They include round table discussions, group discussions, panel discussions, symposiums, colloquia, debates, and fishbowls. The program’s implementation of group discussions aims to organize conversation in large classes with students who have varying levels of proficiency, ages, and educational backgrounds. In large classed, group projects are one method for facilitating discussion. Group discussions are activities carried out by a small group of people that involve communication and information exchange in order o comprehend and accomplish something. Forming the group is the first activity in a discussion in the pre-discussion stage of the discussion stage proposed by Green, Christoper, and Lam in Richards and Renandya (2002). They add that groups of four students are the ideal size for group discussions. Additionally, discussion only occurs in groups, according to Gulley (1960: 62), and it is impossible to conduct a systematic study of discussion without taking the concept of the group into account. Group discussion is crucial because of this.

In contrast, the grouping needs to be taken into account as the first factor when considering the members’ backgrounds. The discussion’s outcome will depend largely on the group. Each group member has agreed to work to ward a common objective, and through discussion, they are working to discover how to do so by exchanging ideas, cooperating on ideas, and engaging in interaction.

1. **Conceptual Framework**

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure:

Speaking Materials

Students Speaking Skills

Give Students Treatment Using Discussion Technique

Process

Input

Output

Accuracy in Term of Vocabulary

Fluency in Terms of Pronunciation

Panel Discussion

* Explanation Text
* Phenomena

Figure 2.1 Conceptual Framework

The above input, process, and output are succinctly described as follows: input is the term used to describe the materials used in the classroom. In this instance, researchers use discussion techniques to apply treatments in the classroom, and panel discussions are used to discuss these techniques. Material for discussion that teaches the students about the text's explanation, which covers social, cultural, and other topics as well as natural phenomena. The input variable is being used in this situation by the students. The term “output” refers to the student’s proficiency in speaking in terms of fluency and accuracy.

1. **Hypothesis**

This research formulates the hypotheses as follows:

* H0 (null hypothesis): the use of discussion technique in English is ineffective in improving students’ speaking skills.
* H1 (alternative hypothesis): The use of discussion technique in English vocabulary is effective in developing students’ speaking ability.