# THE EFFECT OF BUZZ GROUP TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY AT EIGHT GRADE OF JUNIOR HIGHT SCHOOL 1 LEMBAH MELINTANG

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*Written by:*
***SURYADI SUDIRJA***
**1414050139**


**ENGLISH TADRIS DEPARTMENT**
**FACULTY OF TARBIYAH AND TEACHER TRAINING**
**STATE ISLAMIC UNIVERSITY OF IMAM BONJOL PADANG**
**(UIN IMAM BONJOL PADANG)**
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**THE EFFECT OF BUZZ GROUP TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY AT EIGHT GRADE OF JUNIOR HIGH SCHOOL 1 LEMBAH MELINTANG**

By

SURYADI SUDIRJA
1414050139

This thesis was approved for examination

Padang, July 2018

| First Supervisor | Second Supervisor |
|---|---|
| Dr. Martin Kustati, M.Pd | Hidayat Al Azali, M. Pd |
| NIP. 197308182005012004 | NIP. 198010272009121003 |

## THESIS ACCEPTANCE

The thesis entitled "**The Effect of Buzz Group Technique Toward Students' Speaking Ability at Eight Grade of Junior High 1 Lembah Melintang**" written by **Suryadi Sudirja**, Students' Register Number: **1414050139** has been examined by board of examination members in the Faculty of Islamic Education and Teacher Training State Islamic University Imam Bonjol Padang on Tuesday, Augustus 21 st 2018. Therefore, it has been accepted for part of Sarjana (S1) degree in English Tadris Department.

Padang, Augustus 28th 2018

**Board of Examiners**

| Chairman | Secretary |
|---|---|
| Dr. Martin Kustati, M.Pd | Hidayat Al Azali, M.Pd |
| NIP. 197308182005012004 | NIP. 198010272009121003 |

**Members**

| | |
|---|---|
| Dr. Besrul, M.Pd | Dr. Arwadi, M.Pd |
| NIP. 196205081987031005 | NIP. 196908221994032004 |

**Supervisor**

| First Supervisor | Second Supervisor |
|---|---|
| Dr. Martin Kustati, M.Pd | Hidayat Al Azali, M.Pd |
| NIP. 197308182005012004 | NIP. 198010272009121004 |

**Approved**

**Dean Faculty of Islamic Education and Teacher Training**

**State Islamic University Imam Bonjol Padang**

Dr. Zulheldi, M.Ag

NIP. 197405101996031003

**DECLARATION**

I hereby certify that this thesis below :

Name : Suryadi Sudirja

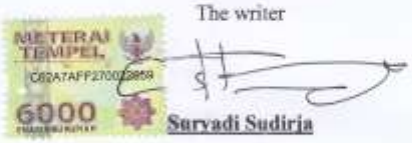
Reg. Number : 1414050139

Address : Padang

The title of this thesis is " **The Effect of Buzz Group Technique Toward Students' Speaking Ability at Eight Grade of Junior High School 1 Lembah Melintang"**. This thesis is completely my own work. I am fully aware that I have quoted some statement and ideas from other sources and they are already properly acknowledged in the text.

Padang, August 2018

The writer




**Suryadi Sudirja**

**1414050139**

## DECLARATION

I hereby certify that this thesis below :

Name : Suryadi Sudirja

Reg. Number : 1414050139

Address : Padang

The title of this thesis is " **The Effect of Buzz Group Technique Toward Students' Speaking Ability at Eight Grade of Junior High School 1 Lembah Melintang"**. This thesis is completely my own work. I am fully aware that I have quoted some statement and ideas from other sources and they are already properly acknowledged in the text.

Padang, August 2018

The writer

**Suryadi Sudirja**

**1414050139**

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## DEDICATION

This paper is dedicated to all peple who always pray and give support in finishing this paper for my success, they are:

1. My beloved Allah SWT and Prophet Muhammad SAW who always guide me and take of me to be good person.
2. My beloved father (Khaidir) and my mother (Erlina) who always honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support me at all untill I can accompolish my final project.
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Last but not least, I realized that this thesis is not perfect. That is why I hope the readers will give contribution, criticism, and suggestion. I also strongly believed that a further potential configuration of any strategy beside the one stated in this thesis may have also effectively succeeded as long as the strategy meets the requirement to integrate within the learning objectives. However, the writer is conformed to any critics and arguments to make further studies of the same field as better result. Researcher finally hope this thesis will be acceptable and will meet the requirements as it should be.

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## ABSTRACT

**Suryadi Sudirja, 2018. The Effect of Buzz Group Technique towards Students' Speaking Ability at Eight Grade of Junior High School 1 Lembah Melintang.**

The students at Class of Junior High School 1 Lembah Melintang had many obstacles in speaking English. *First*, students' motivation to speak English is still low. Because the classroom atmosphere was not supported them to learn. In other word, the class did not stimulate and motivatestudents to face the lesson from teachers. So, the students were not interested in learning.

*Second*, students shy to speak English in front of the class because they are afraid their friends will laugh them if they do mistake in process speaking because they are lack of speaking skill.

*Third*, the students are still low capality of pronunciation, vocabulary, grammar, fluency and comprehension. All of these problems were caused by use of technique which was not apropriate with material or students. Therefore, it is needed an effort to help students to speak English. One of the effort is by aplying an appropriate technique that is Buzz Group Technique. The object of this research was investigate whether the buzz group technique gave significance effect on students' speaking ability, especialy component of speaking in teaching recount tect at Eight Grade of Junior High School 1 Lembah Melintang.

This research was experiment research. Posttest experiment and control group were used to analyze data. The population of this study was all of students at class VIII of Junior High Scholl 1 Lembah Melintang that consist 250 students who were divided into eight classes. The researcher used Cluster Random Smpling for getting the sample class so it was got two clases as sample. Class $VIII^{8}$ as the experiment class that consist of 30 students and $VIII^{7}$ as control class that consist of 30 students. In collecting data. Researcher used interview test. The test was given to both classes with the same topic. Then, postest was given after doing treatments for five meetings to determine the effect of Buzz Group Technique in experiment class.

This research was analyzed by using statiscal procedures. $T\text{-}_{test}$ was used to analyzed the students' post-test score. The data was analyzed by using simple regression with (0.05). the result of this tresearch showed that mean score of students speaking in expriment class (76.63) is higher than the mean score of students' speaking in control class. So that it was got two clases as sample (68.26). While, $t_{\text{-calculate}}$ 3.443 is alsobiger than $t_{\text{-table}}$ (1.671). Moreover, each components of speaking both of clases are different. It can be seen from the comparison of students mean scores of postest. Statistically, it is showed that teaching speaking ignificance by using Buzz group technique gives significant difference on students speaking ability. It meant that hypothesis was accepted.

It can be concluded that buzz group technique improves the students' speaking ability especially in consedering five components of speaking. So, this technique can be recommended to students' speaking ability.

# ABSTRAK

**Suryadi Sudirja, 2018.Pengaruh Buzz GroupTeknik terhadap Kemampuan Berbicara Siswa Kelas Delapan SMP N 1 Lembah Melintang**

Siswa di kelas VIII SMPN 1 Lembah Melintang mempunyai banyakhalangan dalam berbicara bahasa inggris. *Pertama*, motivasi siswa untuk berbicara bahasa inggris masih lemah sebab di suasana di dalam kelas tidak mendukung untuk belajar. Dengan kata lain, kelas tidak merangsang dan memotivasi siswa untuk menghadapi pelajaran dari guru, sehingga siswa tidak tertarik dalam belajar.

*Kedua*, siswa malu untuk berbicara di depan kelas sebab mereka takut teman-teman mereka akan mentertawakan jikan mereka melakukan kesalahan dalam proses berbicara sebab mereka kurang keterampilan berbicara.

*Ketiga*, siswa masih rendah kemampuan pengucapan, kata, tatabahasa, kepasihan dan pemaham. Semua masalah ini disebabkan penggunaan teknik yang kurang tepat bagi materi atau siswa-siswa, ini perlu adanya sebuah upaya untuk membantu siswa bicara bahasa inggris. Salah satu upaya ialah dengan menerapkan teknik Buzz Group. Tujuan penelitian ini adalah apakah teknik buzz group memberikan pengaruh pada kemampuan berbicara siswa. Terutama dalam komponen berbicara dalam pengajaran teks recount di kelas VIII SMPN 1 Lembah Melintang.

Penelitian ini adalah penelitian exsperimen yang menggunakan model post-test. Populasi penelitian ini adalah seluruh siswa pada kelas VIII SMPN 1 Lembah Melintang yang terdiri dari 250 siswa yang dibagi dalam delapan kelas. Penelitian ini menggunakan cluster random sampling untuk memperoleh sample. Kelas $VIII^{8}$ sebagai kelas experiment yang tersdiri dari dari 30 siswa dan kelas $VIII^{7}$ sebagai kelas pembanding yang terdiri dari 30 siswa. Dalam mengumpulkan data peneliti menggunakan tes berbicara. Tes diberikan sesudah diperlakukan treatment selama lima kali pertemuan untuk melihat pengaruh penggunaan teknik buzz group di kelas experiment.

Penelitian ini dianalisa dengan menggunakan prosedur statistic. $T^{\text{-test}}$ digunakan untuk menganalisa nilai post-test siswa. Data hasil penelitian digunakan dengan menggunakan regresi 5% (0.05). Hasil penelitian menunjukkan nilai rata-rata post-test siswa di kelas experiment (76.63) lebih tinggi dari pada nilai rata-rata siswa di kelas pembanding (68.26). Selain itu, $t\text{-}^{\text{hitung}}$ (3.443) lebih besar dari pada $t^{\text{-table}}$ (1.671). disamping itu, masing-masing komponen berbicara juga meningkat. Hal ini dapat dilihat dari perbandingan nilai rata-rata post-test siswa. Secara statistik, terlihat bahwa pengajaran berbicara dengan menggunakan teknik Buzz Group memberikan perbedaan yang significant terhadap terhadap kemampuan berbicara siswa.

Singkatnya, bisa disimpulkan bahwa teknik Buzz Group meningkat kemampuan berbicara siswa dengan memperhatikan lima komponen berbicara. Oleh sebab itu teknik ini bisa direkomendasikan dalam pembelajaran bahasa inggris untuk meningkatkan kemampuan berbicara siswa.

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