

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theories

1. Teaching Speaking

a. The Nature of Speaking

Speaking is a productive skill among the four skills. Speaking includes some aspects of language such as pronunciation, vocabulary, grammar, fluency, and comprehension. In learning language, one of the other points is communication that must be actively learned to perform in different roles and situation. Speaking is one of the most important to learn because speaking one of component that should be mastered by English learner by speaking we can be interaction each other. Speaking is very important in the process of learning language it is an activity between two or more people in sending and receiving information of the message in oral communication. Speaking is the most important skill in English language teaching.

According to Richard (2008:19) speaking is activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purpose for which our students need speaking skills. Speaking is often the one skill is neglected, both in the classroom and when working independently. Besides, Brown (2003:40) speaking is a productive skill that can be

directly and empirically observed. Through speaking the students can communicate with people in expressing ideas, feeling, or another. According to Harmer (2001:161) speaking is learned in two contexts foreign language and foreign language situation.

According to Jondeya (2011:58) speaking is process of sharing with other person, one's knowledge, interest, attitudes, opinions or ideas. It means that speaking is an interaction between speaker and hearer that have meaning. In interaction is needed skill to communicate, and every skill needs a practice. Without practicing the skill will become weak. Consequently, the students will be able to master the skill and not communicative.

Based on definition above, researcher concludes that speaking is a way for human to deliver information, idea, message, and opinion to others to create social interaction by oral. By mastering speaking skill, people can build good conversation, share idea, and change information each other.

Furthermore, speaking is an interaction process between speakers with a listener. In speaking, there is process of communication which conveys the messages from a speaker to listener. A speaker has encoded to message, and listener has to decode or interpret the message which contains information. There are two skills that are closely related on speaking language. They are speaking and listening. In spoken language activity is participated at least by two persons, a speaker and listener or

a sender or receiver. They engage in communicating. The speakers express his/her ideas while the listener is listening and responding.

The idea above is supported by Cameron (2001:40) that speaking and listening are both active uses of language, but different in the mental activity involved in demand made by listeners of language in demands made by listeners of language in finding and sharing meaning. In order to construct understanding in foreign language. He said that learner will use their existing language resources, built up from previous experience of language use. So, the comprehension of spoken language is acquired if both the speaker and listener have sufficient experience of language use.

Morley (1991:82) stated that listening is everything that effect on human process that mediate between sound and meaning. The sound produced by the speaker which contain meaning and purpose will be transferred to the listener. Speaker and listener should pay full attention each other to achieve meaningful communication. The idea above is supported by Vygotsky (in Cameron 2001:38), he says that when we interact, we use words to try to capture our own and other peoples “sense”, our own particular contextualized and connotations for events and ideas. Both the speaker and listener are in the same context and schemata.

Related to the above ideas, in communicating to others, one should master listening and speaking skills. In other words, listening and speaking cannot be separated during the interactive process.

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Then, (speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in variety context. The communication through speaking is commonly perfumed in face to face and occurs as part of dialogue.

According to ministry of national education (2009:2) speaking is one of the four language skills. If students want to speak English fluently, they have to able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.

Based on the theories above, it can be summarized that speaking is orally communication between someone to the others and used to express the idea, though, and opinion where they exchange information to others. So that speaking is the skill of person in giving information to the other by using understandable language.

b. Basic Types of Speaking

According to Brown (2004: 271) there are five types of speaking:

1) Imitative

This type includes the ability to practice an intonation and focusing on some particular elements of language form. That is imitating a word, phrase or sentence. The important thing here is focusing on pronunciation

2) Intensive

This is the students' speaking performance that is practicing some phonologic and grammatical aspects of language. It is usually places students doing the task in pairs (group work)

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments.

4) Transactional

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work

5) Interactive or interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose maintaining social relationships than for the transmission of fact and information.

6) Extensive

Finally, students at intermediate to advanced levels are called on to give `extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

c. The components of Speaking

Based on the theories above, one of the most components important is component of speaking. These components must be mastered by English learner. These components are including the good ways to increase students' speaking especially for English department.

According to Brown (2003:157) there are five components that important to master English learners they are:

1) *Pronunciation*

Pronunciation is the way how someone to say something to others people. It is the production of speech sound of communication. When we studied in English department we have learnt how to mention something or how to mention word in English. Pronunciation is very important to teach English learner because the sound of Indonesia and foreign language are different. In speaking pronunciation is the first one communication because the listener will understand fluently if the speaker can speak clearly. So the writers conclude that pronunciation is the help student's daily activities.

According to Newton (2009:75) say that pronunciation of the language can help in normal communication. If the learner don't have a stable pronunciation the learner will undergo difficult in teaching process. Foreign teacher often lack confidence to teach it methodically and English teachers sometime have a complex about it. Thus, the second produced in familiar way to make one able to understand something to the speaker means. Without mastering sound system, we will not know the way to break up the follow into sound and conduct communication fluently.

2) *Vocabulary*

Vocabulary is also important things of foreign language learning. Vocabulary is also one of many important factors in mastering English, especially in speaking skill. Having enough vocabularies will help someone to express his/her ideas in the form of correct and meaningful sentence. As we know also if we have many vocabularies in our mind we will also speaking English to others people will confident to use it.

3) *Grammar*

Grammar is one aspect we should learn because grammar is one of the pillars from learning English. Grammar is also called as which words can change their forms and combined into sentence in that language.

According to Richard & Renandya (2002:17) grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax,) vocabulary, and mechanic.

According to Harmer (2001:32) grammar can be partly seen as knowledge of what words can go where and what form these word should take. Studying grammar means knowing how different grammatical elements can be strung together to make chains of words.

According to Brown (2001:25) grammar is the rule by which we put together meaningful words and part of words of a language to communicate messages that are comprehensible. Therefore, grammar is really important aspect in speaking.

4) *Fluency*

Fluency is the ease and the speed of the flow of speech. It means that it exert a significant influence on the communication between speaker and listener. Fluency is the ability to speak foreign language easily and effectively.

5) *Comprehension*

Comprehension is one of the important components speaking. In speaking, the speaker and listener must comprehend what her/his says. If between them not comprehend each other, they will get misunderstanding about it. Sometime, if someone not comprehends, she or he gets difficulty to speak and the listener is confused to comprehend it too.

Based on explanation above, it can be concluded generally there are five components of speaking, they are; pronunciation, grammar, vocabulary, fluency, and comprehension. These components support students to speak English in classroom.

d. Function of Speaking

According to Richard (2008: 21-28) each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches there are *talk as interaction*; *talk as transaction*, and *talk as performance*.

1) Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primary social function. When people meet, they exchange greetings, engage in small talk, recount recent experience, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and who they wish to present themselves to each other than on the message.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for transaction. They difficulty in presenting a good

image of themselves and sometimes avoid situations that call for this kind of talk.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Burns in Richards (2008) distinguishes between two different types of talk transaction. The first type involves situations where the focus is on giving and receiving information where the participant focus primarily on what is said or achieved (e.g. asking someone for directions). The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food restaurant.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e. g a speech of welcome), and is closer to written language than conversational language.

e. Teaching Speaking at Junior High School

Teaching speaking is one of components that duty given to the students. Teaching has meaning education. A teacher is not only teaching in the school but also training all of the students how to speak English as fluent as possible and also how to teach them how to words to said by mouth.

As Brown (2000: 7) states that teaching is showing or helping someone how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to understand. Based on his statement, it teaching there is an interaction process between teacher and students in the case of knowledge transferring. And the purpose of the language teaching is also to improve the four language skill especially for speaking ability.

According to Richard (2008:19) teaching speaking is Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse. It is giving to the students how to advanced their ideas and to analyzing their ideas, thinking.

According to Nunan (1991:160) teaching speaking is to use the language quickly and confidently with few unnatural pauses, which is called as fluency. Besides that teaching, select appropriate words and

sentences according to the proper social setting, audience, situation and subject matter.

According to Hughes (1990:6) the goal of teaching speaking is communicative efficiency. So, in learning speaking students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation.

Based on explained above that the teacher have to made their classroom situation or make the atmosphere in their class more enjoyable. The teacher must make the students more effectively in the class in doing inappropriate in the class and the students must involve in process teaching and learning in the class. The teacher also can make the students media in the process and learning. The teacher is also needed giving motivation to the students.

f. Speaking Assessment

According to Hughes (1986: 111-113) constitute the speaking ability into simple five categories which has scale 1-5, they are accent (pronunciation), grammar, vocabulary, fluency, and comprehension. Based on the three assessment methods above, the researcher makes up his assessment method into scale 0-5.

1) Accent (pronunciation)

0 : Pronunciation frequently unintelligible.

1 : Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

2 : “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

2 : Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.

3 : No conspicuous mispronunciations, but would not be taken for a native speaker.

4 : Native pronunciation, with no trace of “foreign accent”.

2) Grammar

5 : Grammar almost entirely inaccurate phrases.

12 : Constant errors showing control of very few major patterns and frequently preventing communication.

18: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

24: Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

30 : Few errors, with no patterns of failure.

36 : No more than two errors during the interview.

3) Vocabulary

4 : Vocabulary inadequate for even the simplest conversation.

8 : Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)

13 : Choice of words sometimes inaccurate, limitations of vocabulary prevents discussion of some common professional and social topics.

16 : Professional vocabulary adequate to discuss special interests.

20 : Professional vocabulary broad and precise

24 : Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4) Fluency

2 : Speech is so halting and fragmentary that conversation is virtually impossible.

4 : Speech is very slow and uneven except for short or routine sentences.

6 : Speech is frequently hesitant and jerky.

8 : Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

10 : Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

12 : Speech on all professional and general topics as effortless and smooth as a native speakers'.

5) Comprehension

4 : Understands too little for the simplest type of conversation.

8 : Understands only slow, very simple speech on common social and touristic topics.

12 : Understands careful, somewhat simplified speech when engaged in a dialogue.

15 : Understands quite well normal educated speech when engaged in a dialogue.

19 : Understands everything in normal educated conversation.

23 : Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Speaking involves three areas of knowledge; first is mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation, second, functions (transaction and interaction): knowing when clarity of message is essential, third, social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, about what, and for what reason. In communicative language teaching, teacher

helps their students to develop the knowledge by providing authentic practice that prepares students for real-life communication situation.

g. Recount Text

Recount text is a text which retells events or experience in the past event. Its purpose is either to inform or to entertain the audience. There is no complication among participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “round off” the sequence of events.

According to (Priyana. 2008: 63) At an online Educational journal, writing recount is said that it may be a reorientation at the end. It summarizes the event in the order in which they happened (chronological order). Recount is also called written to retell events with the purpose of either informing or entertaining their audience (or both).

Recount text is a reconstruction of something that happened in the past. It is the unfolding sequence of events over time. A recount is the unfolding of a sequence of events overtime and use language to keep the past alive and help to interpret experience. The purpose is to tell what happened. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of literacy or story recount is to tell a sequence of events so that it entertains.

In conclusion, the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Besides, recounts are writing to retell events with the purpose of either informing or their audience. It is also focuses on individual participants or events.

2. Buzz Group Technique

a. Definition of Buzz group Technique

Buzz Group was first used by Donald Philips he would divide his large classes into six member to discuss a certain problem for six minutes. Now the use of Buzz Group is popular, and varying formats and arrangements have been introduced to add a great deal flexibility to this type of discussion teaching. According to Surgeon (2010:10) Buzz Group is Give pairs, threes, fours or fives small timed tasks which involve them talking to each other, creating a hubbub of noise as they work. Their outcomes can then be shared with the whole group through feedback, on a flip chart sheet poster, on an overhead projector transparency or otherwise as appropriate.

According to Mason (1992:13) also said that buzz groups is the way to respond some problem by making participants in small groups. Responses are listed and common are responses are selected for discussion by the participants as a whole. A representative of each small group then reports briefly to other participants.

According to Eitington (1976:65) stated that buzz group is the most powerful form of group learning because a great deal of participations is obtained. It is permit participation from many people by breaking the large group into sub-group of four or five each. Each buzz group thus discusses a particular problem, develops a point of view, or prepared questions. The result of this sub-group discussion is reported to the full group by representative (leader or recorder) of each group.

Buzz group are formed by dividing large groups into small discussion groups of 4 to 6 people who meet simultaneously for a specified time to discuss a specific question, problem or issue. Buzz group technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discuss by whole group. Each group can respond to more discussion. In fact, some students have trouble participating in large group discussion or meeting. Therefore by dividing to whole class into small group students have more opportunity to express their thought.

According to Mason (1992:13) Buzz Group technique is a question or statement displayed on a flipchart and participants generate their responses in small groups. Responses are listed and common responses are selected for discussion by the participants as a whole. Buzz Group is essentially discussions in which small groups of students talk amongst them. The buzz groups are usually followed by a plenary discussion. To

avoid the plenary discussions becoming boring and repetitive, one can skip plenary make it brief, ask each group for only one point or question and comment on it. Collect the comment on a flipchart and summarize then perhaps pose a related or deeper question.

Buzz group is a great technique for getting students to discuss a particular issue, problem, or topic for a very short period of time. Students form pairs of small groups of 3 or 4, and one student act as reporter their discussion.

According to W. Brewer (1997:72) Buzz Group is formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for specified time to discuss a specific questions, problem, or issue. Besides that, Buzz Groups is one way in which teacher can avoid such difficulties. It means the students have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class. They are effective for generating information and ideas in short period of time. By dividing the whole class into small groups, more students have opportunity to express their thought. Because the students have a chance to practice their comments and to increase their repertoire of ideas in the buzz group, the whole class discussion that follows is often rider and more participatory.

According to Ellington (1984:4) Buzz Group Technique is short participative sessions that are deliberately into a lecture or larger group

exercise in order to stimulate discussion and provide student feedback. In such session, small sub-groups of two or four person spend a short period (generally no suggested by the teacher). Each sub-group then reports back on its deliberations to the group as a whole, or sometimes combines with another sub-group in order to share their feelings and discuss the implications.

According to Olmstead (1970:96) Buzz Group technique is a brief but intensive discussion held among a small number of participants without advance preparation and with a minimum of formality. In this procedure, a question or issue is posed to a class. Member are then asked to turn to one or several neighbors (or to form convenient group) and to engage in this discussion for several minutes. Buzz group appear to be most useful for introducing issues and problems, and thus, laying ground work for learning to be achieved from later formal presentation or guided class discussion.

According to Kettering & Marshall (2003:79) Buzz Group technique is suitable to introduce one topic to student. Buzz Group divide two or three people are asked to discuss an issue for a few minutes, comment are usually then shared with a larger group.

According to (Ganiron Tomas, 2104. P.3, No.1) Buzz Group technique is used to ensure students participation in large classes. In this lectures, teacher comes to a concept that lends itself to discussion,

teacher ask students to form group of five to eight people to talk about the issue.

Therefore it can be concluded that buzz group can be applied whenever a larger assembly of people is divided into small group (usually of no less than three and no more than eight) which for a limited time simultaneously discuss separate problem, develops a point of view, or prepared questions. One representative from each of the group's report their findings to the large group.

b. Procedure of Buzz Group Technique

According to Brookfield and Preskill (1999) there are main procedural step in using the buzz group technique they are:

- 1) Teacher organizes the students into small group, consist of 4-5 students
- 2) The teacher tells the students that jobs is to share their idea about the topic and try make it paragraph
- 3) The teacher allows time for student to create their opinion about the topic generally 10 to 15 minutes
- 4) Teacher asks the students to share their own idea about the topic
- 5) Each group discussing about the topic
- 6) Teachers checks periodically to see whether groups are still actively engaged and focused on the assigned topic. If the topic, shorten the time limit. If on the topic and the time has ended, consider extending the limit for a few minutes

- 7) Teacher has students perform their discussion result
- 8) Teacher applauds each group and invites the feedback on the presentation from the whole group

Buzz group technique is a good technique for students because this technique allows to everyone to express their ideas, opinion, and suggestion in group without shy or doubt. As we know there are many students to speak English as good possible but some of them are shy or doubt to use it because of they are afraid wrong pronunciation, vocabulary, grammar, fluency and comprehension they don't brave to use it. Other hand they are afraid other friends laugh at them. By buzz group technique ask only to speak without pay attention components of speaking. By buzz group technique students creating engaging to solve problem about the topic that teacher given and how to finish topic that teacher give as soon as possible.

This technique is very flexible it is easy to be implementing in any size of class and in most classroom, even the most formally arranged classroom. Consider how to regain the attention of a large group: the lights off and on is one simple effective technique or utilizing a timer on the board with a short, defined time limit.

Before we did this technique the teacher should explain the task to be discussed before the class break into groups for example we give a picture to the students and we asked to the students to analyze

the picture and the teacher organize the students into small group, consist of 4-5 students. After that the students sit in groups the teacher gives the students one picture to each groups to be discussed before discuss be begun each group should prepare who become leader to control class discussed and who become leader in the groups and who become recorder. After each groups get a picture to be discussed the teacher give information limit time to be discussed about the topic and the teacher allow time for students to create their opinion about the topic. After each group is already to begin discuss is beginning the teacher asks the students to share their own idea about the topic that teacher gives before. After that the teacher gives sign to begin discuss. After that the teacher come to each group to help the students if they get difficulties to solve about the topic. after that the teacher gives instruct that the time is over the teacher invites the students to perform their result discussion.

c. Benefits of Buzz Group Technique

According to Brewer (1997:75) there are some advantages of Buzz Group Technique:

- 1) Increasing motivation learner become personally involved in the buzz Group
- 2) It allow everyone's ideas to be expressed
- 3) Participants learn to work in real life situation where others' opinions considered

- 4) It sets the groundwork to get discussion started
- 5) Because members are expressing opinions, it is good for dealing with controversial subject

d. The Best Points of This Technique that Researcher Found in the Experiment Class

1) Master the Material

By buzz group technique students' help to more master topic that will be discussed, not only memorizing a text

2) To Solve problem

By buzz group technique students can solve about problem that will be discussed, so students lesson to solve problem in group

3) Moral development

By buzz group technique students trained to develop moral such as appreciation opinion other ones, other people's ideas, each group work together, and each group is opened.

4) Behavior development

Students' behavior also changes with discussion, they are more polite, respect friends, speak correctly and rationally

5) Communication skills

With discussion of speaking skills will increase, communication skills with friends and other people develop.

B. Relevance Studies

Based on the literature that writer read, the writer found people who had researched about Buzz Groups Technique. The first research Khampheng Sengbounthanh (2011) with the title “ Improving The Students’ Skill by Using Buzz Group at seventh grade of Nong Bone Public High School In Laos, the First semester in academic Year of 2010/2011” (A Classroom Action Research at seven grade of NongBone high surakarta) The result of his research showed that the use of buzz group technique can improve the students’ speaking skill well. The improvement can be seen the result of pretest.

The second researcher is Elizabeth Milaningrum (2013) with the title “The Effectiveness of Buzz Groups Method to Teach Reading Comprehension Viewed from Students’ Learning Motivation. (An Experimental Study at the Eight Grade Students of SMPN 1 Jaten, Karang Anyar in the 2012/2013 Academic Year). The result of this research showed buzz group technique in teaching reading comprehension give significant effect toward students’ reading comprehension who taught by buzz group technique than conventional technique.

The third research is WachidatunNi’mah (2014/2015)The Use of Buzz Group Technique to Enhance Students’ activeness and writing Skill of Hortatory Exposition text. (A Classroom Action Research of the eleventh grade students of Hortatory Exposition Semarang). The result of this study showed that using Buzz Group Technique can enhance students’ activeness and writing skill of hortatory exposition text.

Four research is Rafita Indah (2012) with the title is “ The effect of Using Buzz Group Technique Toward students’ Speaking Ability of second year students At Ma Dar-El hikmah Boarding school Tampan Pekan Baru. This type was quasi-experimental research his research found that the significance result it can be proved from mean score of students’ speaking ability of posttest at experimental class was 60.67, while students’ speaking ability of posttest at control class was 51.75. Furthermore, the mean score improvement of students’ speaking at experiment class was 12.67 while in control class only 4.08. in conclusion there was a significance difference of improvement of students’ speaking ability between students who were taught by using buzz group technique and who were taught by using conventional technique.

Five research is Ayunda Pertiwi Ramadahani (2017) “ The Influence of Using Buzz Group Technique on the Students Speaking Performance at Eight Grade of SMPN 5 Metro. This research is quantitative research this research show that there is any positive and significance influence of Buzz Group Technique on the students’ speaking performance at eight grade of SMPN 5 Metro.

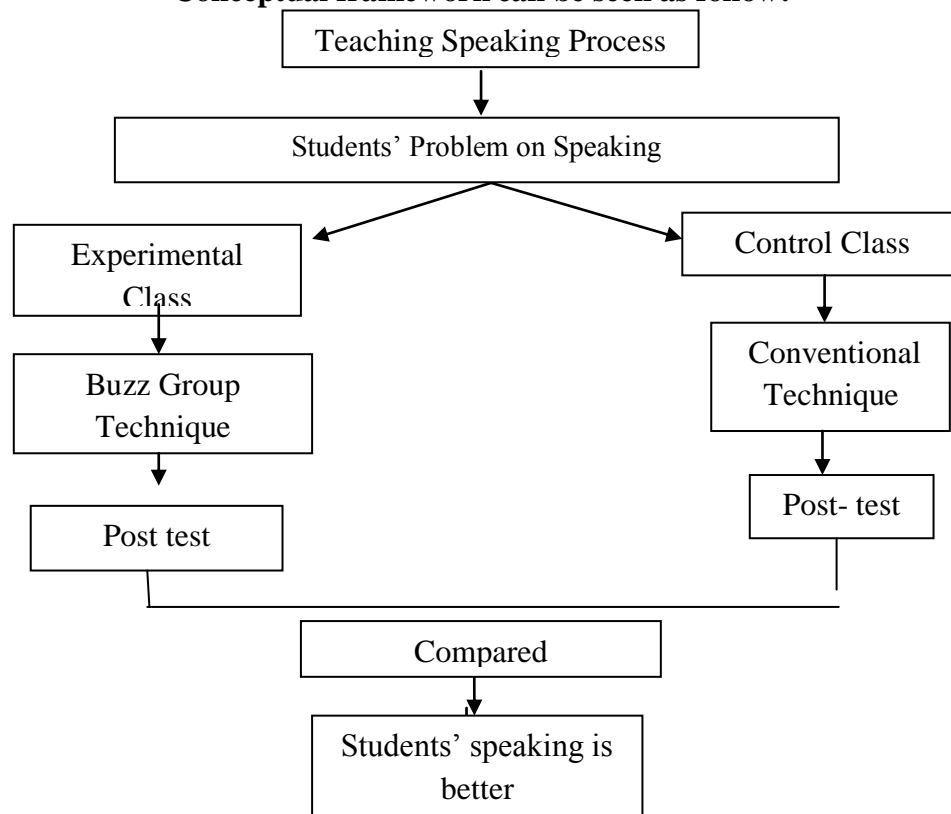
Six research is IztazululRizky (2015) “The Buzz Group Discussion Technique Implemented in Teaching English Speaking Skill in XI-IPS Class at SMAN 1 AmbuntenSumenep” this research was qualitative research this technique showed that buzz group technique brought some advantages in making students easy to speak English well and creating enjoyable and exciting teaching learning activity.

C. Conceptual Framework

In English teaching and learning process teacher should be able to teach with appropriate technique to solve the problem that faced by students. As the focus of this research is on students' speaking skill ability, researcher used Buzz Group Technique to improve students' speaking ability.

Buzz Group Technique gives students many advantages in learning process. Based on previous researcher, Buzz Group Technique a good technique to use encourages individual participation and creative thinking by each student and to promote interaction among students. By this technique they feel a new situation is created by them and they can express their idea easier and can develop students' motivation in learning English and speaking students' ability to be better.

Table 2.1
Conceptual framework can be seen as follow:



D. Hypotesis

It is hypothesized that the Does Buzz Group Technique gave significant effect on students' speaking ability in recount text.