

The Effect Of Using Buzz Group Method On Students' Motivation And Their Speaking Ability At Senior High School Level

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ABSTRACT : *The main objective of this study was to investigate students' speaking ability and their motivation before and after being taught by using the buzz group method. The study used quasi experimental research with non-equivalent group design. The total population in this study was 160 students. Meanwhile, the sample in this study was 91 students. Buzz group was used on experimental groups while the control groups were taught by using another method. Data of this study were collected from pretest and post test by using questionnaire for getting students' motivation data and speaking test for getting students' speaking ability data. The data were analyzed by using independent sample T test and Paired sample T test. Besides, effect size was also used to find how far buzz group method gave effect to students' motivation and their speaking ability. It was found that there was a significant effect of using buzz group method on students' motivation and their speaking ability at SMAN 01 and SMAN 02 Siak Kecil Bengkalis. Furthermore, it was found that buzz group method gave effect 43% to students' motivation and 85% to their speaking ability.*

KEYWORDS: *Buzz Group, Speaking Ability, Motivation, Student, Experimental Research*

INTRODUCTION

English is the most used language in the world as it is one of the international languages. Not only is it used in many countries, but it is also taught to students in almost all countries in the world. In Indonesia it is taught at elementary schools up to universities. As a subject, there are four skills that need to be mastered by students, they are listening, speaking, reading, and writing. Among those skills, speaking becomes the most important one of all for some reasons. Donald (2010) states that in some contexts, speaking ability seems to be the most important of the four skills. Surianata (2000) also states that most students regard speaking as the most important skill they can acquire, and they assess their progress in term of their accomplishment in spoken communication.

Speaking as a way of communication is an activity highly used to deliver messages to other people in oral form. It takes place wherever and becomes part our daily life. Speaking is not like writing where writers have much time to think and develop idea as good as possible. Yet, it is rather spontaneous process of thinking to develop and share the messages to other people. So, by two reasons: contextual time and unreviewable words, it can be said that speaking is the most difficult than other skills. It is based on what Nunan (2003: 48) says" speaking is harder than reading, writing, and listening for two reasons. First, unlike reading or writing, speaking happens in real time. Second, when speaking, speakers cannot edit and revise what they wish to say, as writers can if they are writing. So, it is implied that speaking is a natural process which has limited time to think of what speakers are going to deliver.

Related to achieving speaking skills, motivation cannot be neglected as a factor to be successful on it. If the students have high motivation, it will be easier for them to be success in what they are learning. It is because motivation has something needed in learning process like desire to learn, enjoyment and etc. Takase (2007, as cited by Chumcharoensuk) states that 'intrinsic motivation' involves the desire to learn, enjoyment, interest and the desire to join one' environment. The better the motivation of students, the easier they master speaking skills.

At SMAN 01 and SMAN 02 Siak Kecil, some teaching techniques have been applied in teaching speaking such us drama simulation, debate, and etc. They are good techniques to improve speaking ability of the students. The teachers sometimes also use games that are able to improve their motivation and speaking ability.

Students can also improve their speaking skill by extensive learning because internet shops are easy to be found so that they can download English education video whenever they want to improve their knowledge of English.

Based on explanation above, ideally the students can speak well. But, based on preliminary research done on March 2015 by interviewing the English teachers at those schools, it was found that some of the students could not speak well especially when they have to give opinions and arguments related to exposition texts. Furthermore, it was found that some students got low achievement. Some symptoms found were that some students were not active while learning; that some students were not able to speak fluently; that some students were not able to develop idea well; that some students were not confident in speaking; that some students were not able to use accurate grammar; and that some students were not able to respond questions well. In this case, Ur (1999; 121 as cited in Chumcharoensuk) states that some problem faced by students in speaking activities are: (1) inhibition, (2) nothing to say, (3) low participation, and (4) mother tongue use. In addition, students at these schools already have much knowledge about English, but they are still not able to apply it in speaking. It is as Tatham and Morton (2006: 273 in Paakki) claims that many people report that they can understand a language but they cannot speak it.

Based on those symptoms, it is assumed that there is something inappropriate with the teaching and learning process in these schools especially in teaching speaking skills. And one of the inappropriate things is the technique used by the teachers. So, it is needed to try to solve the problem happened by offering a method to teach speaking. Here, buzz group method is offered. Buzz group is a very good method to teach speaking because it gives more time to students to practice their speaking. Here, students will be divided into small groups and discuss a theme, topic, or issue before they speak to whole class members (Nelson: 236). One of its advantages is that it can facilitate well for those who are reluctant to speak in front of the whole class (Harmer: 2008: 272). Furthermore, Jing Meng states on his journal that buzz group as one of group work teaching method can raise motivation of the learners. So, we may say that buzz group is a good method to be applied in enabling students to improve their motivation and speaking ability. It is supported by Odabasi and Kolburan (2013) who found that students who have active learning methods (one of them is buzz group) in their lessons states that not only does this method cultivate amusing and interactive atmosphere but it also helps them to remember and keep knowledge in their mind and this method is vital for their academic success. Active learning both maintains permanent learning. it is also an effective approach to keep students' motivation high as Cavanagh (2011, cited from Machermer and Crawford, 2007) states that active learning has also been linked to higher student motivation.

Based on the description of phenomena, there was a need to conduct a reasearch related to the effect of buzz group on students' motivation and their speaking ability.

1. The Research Questions

The problem of this research was formulated in the following questions:

- 1.1. Does the buzz group method give effect on students' motivation and speaking ability?
- 1.2. To what extend does the buzz group method give effect on students' motivation and speaking ability?

2. Review of The Related Literature

2.1. Speaking Ability

2.1.1. Definition of speaking

In the Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. While, According to Chaney (1998: 13), speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means that speaking is not only done in verbal as many people do (where they use mouth to produce words in delivering ideas), but also in non-verbal as mutes do (where they use physical symbols like hands and fingers in delivering ideas).

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies. Speaking in not only to communicate with other people but by speaking people can get new information or they can share their idea with other people. Language is just possessed by human being to interact each other. Communication can be done at least by two persons; there are a speaker and a listener. The listener must listen and understand what speaker says, and then gives a response.

2.1.2. The components of speaking

Every skill has a component to fulfill its needs. Speaking also needs many components. According to Vanderkevent (1990: 8) there are three components in speaking: 1) The speakers, speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings will not be stated. However, speaking is not only use sound but also signs as done by dumb persons; b) The listeners, listeners are people who receive or get the speaker's opinion or feeling. What they receive can be in form of sound (utterances) or signs. If there are no listeners, speakers will express their opinion by writing; The utterances, utterances are words or sentences which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use signs. The signs can be in form of gestures, special sounds, and even symbols. But the ideal one is like a transactional speech where there are a speaker(s) and a listener(s) asking and answering directly.

2.1.3. Microskills and macroskills of oral communication

Richards (1983, in Brown 2007) states that there are some microskills and macroskills of oral communication. They are as follows:

- Microskills

There are some microskills of oral communication. The skills are producing chunks of language of different lengths; producing differences among the English phonemes and allophonic variants orally; producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours; producing reduced forms of words and phrases; using an adequate number of lexical units (words) in order to accomplish pragmatic purposes; producing fluent speech at different rates of delivery; monitoring your own oral production and use various strategic devices-pauses, fillers, self corrections, backtracking-to enhance the clarity of the message; using grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms; producing speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences; express a particular meaning in different grammatical forms.

- Macroskills

Macroskills of oral communication are using cohesive devices in spoken discourse; accomplishing appropriately communicative functions according to situations, participants, and goals; using appropriate register, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations; conveying links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification; using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings; developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

When someone has got those micro and macro skills of oral communication, he/ she will be a good speaker. However, this is a quite hard for foreign learners to have those skills. They will have those by study hard lessons related to English while practicing their speaking as often as possible to implement what they have learned. It will be better if students can practice their English in real life with native English speakers.

2.2. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Another mistake done by many English teachers is that they are careless of their students. They do not care that students are various in ability, motivation, learning styles, and etc., whereas, those are important to be considered if they want to be success in teaching. Natasha (2006: 1) states that when teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied

abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

2.2.1 Principles for teaching speaking

In teaching speaking, as a teacher, we should consider several things to make our goals reached. They are what we called as principles in teaching speaking. Based on Kathleen in Nunan (2003), she states that there are five principles should be done. They are as follows:

- a. Be aware of the differences between second language and foreign language learning contexts.
Speaking is learned in foreign language and second language situation. Foreign language situation is that the target language is not the means of communication in the learners' community, e.g. Indonesian learners learn English while English is not a language used among Indonesians. In other side, second language situation is that the target language becomes means of communication in the learners' community, e.g. Malaysian learners learn English, and as we know that English is the second language of Malaysian. So, by looking at the situations, students in foreign language will have harder challenges. It will be better if learners in foreign situation get direct practice with the native speakers of the language by inviting them or bringing the learners to the country where English is used as first language.
- b. Give students practice with both fluency and accuracy.
Often in teaching speaking teachers in Indonesia focus on accuracy only. It means that they worry much about mistakes done by their students, and as a result they often give direct correction while students are speaking. This habit of course will influence learners in getting their fluency because they will feel worry while speaking. Teachers should have given opportunities to their students to build their fluency more than accuracy. So, do not focus to accuracy while you ignore fluency.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
Kathleen states that research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms. It shows that the most time in classrooms is filled by teacher talking. We must be aware of how much we should talk in classrooms. We have to limit our talking to give chance for students to speak more. It will be better if they are divided into groups so that they can practice their speaking and have pair correction from the members of the group. Then we may say that the less we as teachers talk, the more students have opportunity to develop their speaking skills.
- d. Plan speaking tasks that involve negotiation meaning
Communicating in the target language is very important in learning the language. By doing so, learners can make progress because interaction necessarily involves trying to understand and make yourself understood. Checking whether you understand someone's speaking, clarifying your understanding, and confirming that some has understood what you want to deliver are involved in this process which is called negotiating for meaning. By asking for clarification, repetition, or explanation, learners can learn how to understand other's speaking and how to make people understand our speaking.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.
Because of the need of learners, we have to build their ability in both interactional and transactional speeches. Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationships. While transactional speech is

communicating to get something done, including the exchange of goods and/ or services (Kathleen in Nunan, 2003, 56). And according to Nunan, interactional speech is much more fluid and unpredictable than transactional speech. So, speaking activities should include both interactional and transactional purposes.

2.2.2. Activities to promote teaching speaking.

There are many activities to promote teaching speaking. As Kayi (2006) inferred from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

- Discussion

A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

- Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and." (Harmer, 1984)

In this sort of activity, students have short time to prepare themselves or even without any preparation. So, students who have less vocabulary will have difficulties in following this activity. This will work well on students who have much vocabulary and good enough fluency.

- Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

- Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

- Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

- Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

- Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

- **Story Completion**
For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.
- **Reporting**
Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- **Playing Cards**
In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: .Is money important in your life? Why? or What is the easiest way of earning money?. or What do you think about lottery?. Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.
- **Picture Narrating**
This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.
- **Picture Describing**
For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.
- **Find the Differences**
For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

However, teachers may not use those activities without any consideration. They should know their students well and choose what kind of speaking activities fit to them. A popular activity will not work well if it is not suitable with the condition of the students.

Kayi also suggests how to teach speaking. Here are some considerations in teaching English:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.2.The Nature of Motivation

2.2.1The definition of Motivation

Motivation is a thing should be considered in teaching English. It has a big role to be success in teaching and learning language as we know that it influences students' behaviour in learning. This is supported by Wlodkowski (1986), quoted by Ernest and David on their article, who suggested that motivation describes processes that (a) arouse a desire to investigate behavior, (b) give direction and purpose to behavior, (c) continue to allow behavior to persist, or (d) lead to choosing or preferring a particular behavior. While, Brown (2001:72) defines motivation as the extend to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. From the two definitions, we may conclude that motivation is the processes of arising desire to do and to attain certain goals which may be in form of intrinsic and extrinsic motivation.

2.2.2. Intrinsic, Extrinsic, Instrumental, and Integrative Motivation

Intrinsic and extrinsic motivations are two things which can be associated with success. Students who have high motivation will be easier to get success in learning language. This is because they have big desire to attain their goals, i.e. they can master the four skills in English (Listening, speaking, reading, and writing).

Intrinsic motivation is a thing which comes from students selves. It means that there is no apparent reward but their actions are for the sake of themselves. As stated by Edward Deci (1975: 23) in Douglas Brown that intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. ... Intrinsically motivated behaviours are aimed at bringing certain internally rewarding consequences, namely, feelings of competence and self-determination.

While, extrinsically motivated behaviours, on other hand, are carried out in anticipation of a reward from outside and beyond the self (Brown: 2001: 76). Commonly, extrinsic motivation can be in form of money, prizes, grade, and positive feedbacks. Except those things, some punishment can also become a thing for extrinsic motivation by a consideration of which they can be challenged to their activity. Extrinsic motivation itself can have an effect to intrinsic motivation. For instance, positive feedback that a teacher gives can boost their feelings of competence and self-determination. Furthermore, the appropriateness of the use of techniques or method can also increase intrinsic motivation. This is because they feel that they are provided good opportunity in the classroom so that their motivation would arise by itself. One of the good methods to arise students' motivation is group work, where students can have competition among groups in the classroom. This is stated on Brown (2001: 79), he stated that intrinsic values can be directed through: emphasizing the "big" picture-larger perspective; letting students set long-term goals; allowing sufficient time for learning; cooperative learning activities; group work; viewing the class as a team; content-centered teaching; English for specific purposes; English in the workplace; allowing risk-taking behaviour; and rewarding innovation and creativity.

Then, Instrumental Motivation involves perception of purely practical value in learning the L2, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. Culhane (2004) claimed that instrumental motivation concerns an individual's primary concern for language development, apart from social goals in second language acquisition. In other words, a second language learner would be identified as instrumentally motivated if he or she is seen to learn the target language to pass an examination or to apply for a better line of work. For example, a junior high school student learns English because he really wants to pass national exam with high score and continue to a wellknown or favourite school which requires good English.

Finally, Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with people who use it (e.g. romantic reasons), or because an intention to participate or integrate in the L2 using speech community; in any case, emotions or affective factors are dominant (Saville & Troike, 2005). Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes & Schmidt, 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar

with or even integrate into the society in which the language is used (Falk, 1978). It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan, 1999: 568). In other words, one would be identified as an integrative language learner if he or she possesses sympathetic attitudes toward the culture of the target language and its speakers; also, he or she probably sees great value in being able to speak foreign languages and experiences an appreciation of different cultures. So, English language learners need to have those instrumental and integrative motivation in order to be successful in learning English. English teachers should stimulate their students to grow instrumental and integrative motivations. It can be done by giving them understanding of how important English for their future education and life and introducing them about the beauty of English and English cultures. If they successfully grow those motivations, teachers will have easier task in teaching.

2.2.3. Indicators of highly motivated students

Students who have high motivation can be seen on their behaviours. Based on Judith and Wendy (1997: 18), they states that high motivated students can be observed through these following indicators:

- a. Attendance and discipline. At the most basic level, students who are motivated attend class, pay attention, and are not disruptive.
- b. Participation and completion of work. Students who are motivated begin assignments with little prompting, follow directions, participate in class-room discussions, and complete tasks on time.
- c. Task persistence and acceptance of errors. How long a student stays with a task, especially a difficult one, is an important indicator of motivation. Highly motivated students persist and try different solutions before seeking help when they have difficulty with a task.
- d. Quality of task involvement. Students can either invest effort in learning or find shortcuts to get the task done without expending a great deal of effort. The amount and quality of effort students expend on learning tasks is an important indicator of motivation. Highly motivated students are willing to invest effort and to use the skills they have acquired.
- e. Independent learning. Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not required, or ask questions to learn more about atopic.
- f. Interest and liking. Highly motivated students enjoy learning, show enthusiasm, and take pride in their work.

2.3 The Nature of Buzz Group

2.3.1. The definition of Buzz group

Buzz group is a method which allows students to discuss (usually in pairs or threes) in order to answer a question, solve a problem, draw up idea for design, decide on their attitudes to a scenario, etc. (Nelson: 135). While, Jeremy Harmer states on his book that buzz group enables students to have a chance for quick discussions in small group before any of them are asked to speak in public. Furthermore, David J Mason explains that in a buzz group a question or statement is displayed on a flipchart and participants generate their responses in small group.

By looking to some definitions above, we may infer that buzz group is a method which may useful for students in encouraging students speaking ability because it give chance to students to practice more and share idea among participants in their group before they perform speaking in large scale or in front of the class.

2.3.2. The Advantages of Buzz Group

There are many *benefits* to using small group activities, when they are directed by clear tasks and appropriate rules. They enhance students' learning in many ways. When teaching a skills course, such as critical thinking, they get all the students involved, and give each one of them an opportunity to practice the skills taught, and to offer and receive feedback, which help to improve their self awareness about their thinking (i.e., their metacognition). They socialize students into the values, standards, vocabulary, and methods of a discipline. They also contribute to students' personal growth: they help to increase their self-confidence, improve their listening, self-control, and collaborative skills, and broaden their perspectives on interpreting and applying the material or skills taught. We learn best by doing, and if we combine writing and conversations focused on the matter and skills to be learned, we increase students' chances of deepening their learning. Small groups activities can help to wake up students out of their passivity. And since we don't know whether we understand

something until we can apply it, small group activities on a well-chosen task help instructors (and students) to determine whether or not students understand the material taught (Claude Gratton: 2010: 481-492).

Another expert, Jeremy Harmer, argues that buzz group can overcome students' reluctance because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole classes, the stress level of that eventual whole-class performance is reduced.

It is not excessive to say that this method is very appropriate to encourage students' speaking ability in our education because we still find many of students feel reluctant to perform in front of classroom because of many reasons, such as lack of confidence, difficult to develop ideas, and etc.. it is also can make teaching time more efficient because students can practice their speaking a lot and teachers do not need to ask all students to perform in front of the classroom.

2.3.3. Teaching Procedures of Buzz Group

As stated on compilation by David J Mason, there states that the procedure to use buzz group is as follows:

- a. Write a carefully-phrased question or statement on a flip. For example:
"Maintaining roads in good condition depends on..."
"Make a list of the benefits of compaction"
- b. Divide the participants into small groups; three people to a group is ideal.
- c. Have each group discuss the question/ statement for about 10 minutes to produce a list of ideas.
- d. Get the ideas from each group and write them on flipcharts so that everybody can see
- e. Tell the participants to scan the lists
- f. Ask what items are common to all lists. After one has been suggested, underline it on each list.
- g. Invite nominated participants to explain the item:
"What do you mean by...?"
"Can you give me an example from your own experience?"
- h. Repeat the process for the next item
- i. When the discussion is well established, you can pick on particular items on any list and request explanation.
- j. At the end of the discussion, summarise briefly and make a positive link with what happens next.

While, on a book entitled Participatory Teaching and Learning: A guide to methods and techniques gives guidelines for effective use of buzz group. They are as follows:

- a. Explain the task to be discussed before the class breaks into groups
- b. Organize pupils into mixed ability groups or same ability groups as need be
- c. Supervise the discussion in the groups so as to encourage and help pupils in difficulty.
- d. Manage feedback concisely
- e. Rotates group leadership roles regularly
- f. Try to give different but related task to each group to motivate and give each group special responsibility.
- g. If the task is same for all groups, organize feedback in such a way that one group present their ideas; with other groups only contributing new ideas or let one group report one point as a time until all the groups have contributed.
- h. Be time conscious

From those, the procedures of this method were modified as follows:

- a. The teacher explains the task to be discussed before the class breaks into groups
- b. The teacher organizes pupils into groups (mixed ability groups or same ability groups)
- c. The teacher has each group discuss texts (analytical exposition texts) for about 10-15 minutes to produce a list of ideas.
- d. The teacher supervises the discussion in the groups so as to encourage and help pupils in difficulty.
- e. The teacher invites nominated persons to tell to whole classes about what they have discussed.
- f. The teacher gives feedback and let other groups to give comments for the speakers.

Method

Participants

The population of this research was the second grade students of SMAN 01 and SMAN 02 Siak Kecil. At SMAN 01, there were two science classes (Science 1 was 22 students and Science 2 was 22 students) and two social classes (Social 1 was 22 students and Social 2 was 24 students). While, at SMAN 02, there were two science classes (Science 1 was 22 students and Science 2 was 24 students) and one social class with 24 students. So, the total population was 160 students.

In choosing the sample, cluster random sampling was used since it was not possible to use random sampling which needed to randomly choose the students and made new groups. In deciding which class became experimental and which class became control class, the writer used lottery which was done by writing the classes on small papers then they were put in bottle. The bottle was shaken to make they come out one by one. The first coming paper became experimental group and the second one became control group. It also was done to the other school.

From the process, it was found which classes became the experimental groups and which classes became control groups. At SMAN 01 science 2 was chosen as experimental group and science 1 was chosen as control group. On the other side, at SMAN 02 science 1 was chosen as experimental group and science 2 was chosen as control group. So, the total of samples in this study was: science 2 SMAN 01 (25 students) + science 1 SMAN 01 (25 students) + science 1 of SMAN 02 (25 students) + science 2 of SMAN 02 (19 students) = 94 students. But, in fact, students at SMAN 01 who followed the pre-test and post-test were 47 students which science 2 was 23 students and science 1 was 24 students. So the total students who became the samples were 91 students.

Procedure

In this research, quasi experimental design with non-equivalent control group design (pretest and posttest design) was employed. It was used because it was hardly possible to randomly assign individual participants to group. Gay and Peter (2000) in this case support that this sort of design is only used when it is not feasible to use a true experimental. It was appropriate to the purpose of this study in which this research was conducted to find the effect of buzz group method on motivation and speaking ability of students of SMANs Siak Kecil. To apply this research, four classes were chosen, two classes as experimental groups and two classes as control groups. Students got pre-test before given treatment. Then, treatment by using buzz group was given to experimental group. After that, the two groups got post-test to know the progress of both group to find the effect of using buzz group.

Data Analysis

To analyse the data, the writer used students' pre-test and post-test of experimental and control group. These scores were analysed by using statistical analysis.

Independent sample T test was used to examine whether there was significant difference or not of students' pre test scores between experimental and control group and students' post test score between experimental and control group. While, to examine the significant difference of pre test and post test scores in experimental and control group paired sample t test was used.. Furthermore, Effect Size was used to find how far buzz group method gave effect toward students' motivation and their speaking ability.

Statistical hypothesis:

$$H_0 = \alpha > 0.05$$

$$H_a = \alpha < 0.05$$

Criteria of hypothesis:

1. H_a was rejected if $\alpha > 0.05$ or it could be said that there was no significant effect of using buzz group on students' motivation and speaking ability at SMANs Siak Kecil

FINDING AND DISCUSSION

The design of this study was quasi experimental study. The main purpose of this study was to investigate students' motivation and their speaking ability in expressing meaning of analytical exposition texts before and after being taught by using the buzz group method at SMANs Siak Kecil. Before analyzing whether there was any significant effect, the descriptive data of all variables were also analyzed already.

Based on the analysis done before, it was found that motivation of students who were taught by using Buzz group method was improved. It was in line with the result of a study by Khampheng Sengbounthanh in (2011) which stated that buzz group improves not only speaking skills but also the students' motivation. It could be seen from result of paired sample T test which showed the probability $0.000 < 0.05$ with mean score of pretest was 61.38 and posttest was 69.04. Comparing with control group, students who were taught by using buzz group method had better improvement which could be seen from the result of independent test which showed the probability $0.018 < 0.05$ with mean score of posttest control group was 64.09 while mean score of experimental group was 69.04. However, by using Eta square, it showed that the improvement was not high. The effectiveness of buzz group in improving students' motivation was only 43%. It was assumed that the factors which could improve students' motivation were not only the appropriateness of method used which made students feel that they are provided good opportunity in the classroom so that their motivation would arise by itself. One of the good methods to arise students' motivation is group work, where students can have competition among groups in the classroom. This was stated on Brown (2001: 79), he stated that intrinsic values can be directed through : emphasizing the "big" picture-larger perspective; letting students set long-term goals; allowing sufficient time for learning; cooperative learning activities; group work; viewing the class as a team; content-centered teaching; English for specific purposes; English in the workplace; allowing risk-taking behavior; and rewarding innovation and creativity.

In other side, speaking ability of students who were taught by using buzz group method was also improved. It could be seen from It could be seen from result of paired sample T test which showed the probability $0.000 < 0.05$ with mean score of pretest was 60.62 and posttest was 73.80. Comparing with control group, students who were taught by using buzz group method had better improvement which could be seen from the result of independent test which showed the probability $0.000 < 0.05$ with mean score of posttest control group was 68.77 while mean score of experimental group was 73.80. Furthermore, by using Eta square, it showed that the improvement was high. The effectiveness of using buzz group in improving students' speaking ability was only 85%. This result was the in line with the result of study done by Khampheng Sengbounthanh in 2011 which found that the use buzz group can improve students' speaking skills well. It improved students' vocabulary, the students' mastery of grammar, fluency and pronunciation. It was also in line with some other studies about group work done by Ali Syafaat (2009). Furthermore, it was found that students who were taught by using buzz group were more active (in line with Fazalur Rahman et al: 2011).

CONCLUSION

Based on the analysis and discussion, it can be concluded that:

1. Buzz group method improves students' motivation. This method gives students more opportunity for students to prepare so that they feel ready to speak in front of class. The students' reluctant is also reduced. Then, they have more attention from the teacher. However, its effectiveness was only 43%. It can be assumed that this method is only one factor in improving students' motivation. So teacher should give attention to other factors that can improve students' motivation.
2. Buzz group method improves students' speaking ability in which students can improve their pronunciation, grammar and grammar through peer correction done in group. The students also get better fluency and comprehension because they practice to speak and correct their friends' speaking more. Moreover, students seem to be more ready to speak in front of class because they have preparation and practice before wards. The effectiveness of using buzz group method is 85% which means that this method is very good to be used in improving students speaking ability.

IMPLICATION

The use of buzz group method gives effect on the students' motivation and their speaking ability. These results imply that using buzz group method can improve students' motivation through interesting activities. It can be seen from the activities of students in the group. Working in a group collaboratively also supports the students' interest to study harder. In other words, using buzz group attract students to speak English. This method also improves their speaking ability in terms of pronunciation, fluency, vocabulary, grammar, and comprehension. This method gives students more opportunity to have practice and participate actively in learning process. Besides, this method can decrease students' reluctant in speaking and participating in the class because they have preparation before speaking in front of the class.

Buzz group method makes students more ready in the class and outside the class. This method enables students to interact with other members in group by using English so they learn how to speak in the real language. When using this method, not only does students learn how to speak or deliver speech, but they also study how to be in a society because they will have turn to be leaders in groups. Students learn how to lead their

groups to be success in learning where they have to make both themselves and their members ready to present in front of the class.

Meanwhile, teachers have to realize that using buzz group method is an effective way to teach speaking ability. By using this method, the class will be more alive and students will reach the goal of teaching and learning. Yet, teachers should know their students' ability before implementing this method. It is needed to make the method suit to the students' level. In other words, modification is needed based on the students' level.

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