

**AN ANALYSIS OF SMALL GROUP DISCUSSION IN TEACHING
ENGLISH SPEAKING CLASS IN BASIC LEVEL AT BRILLIANT
ENGLISH COURSE KAMPUNG INGGRIS PARE**

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Abstract

The subject of this research consists of one class. Engaged an English teacher, and 11 students in the Brilliant Pare English Course. The steps of this research are conducting observations, interviews, and documentation. The research data is qualitative. Qualitative data were obtained by observing the teaching and learning process during the implementation of the action. Data was collected in the form of field notes, interviews and documentation. The research findings show that the learning system at Brilliant English Course is almost the same as a formal school and uses small group discussion methods. Indicators of successful implementation are: (1) students are more active in speaking English routines using the small group discussion method (2) students are more enthusiastic in carrying out English speaking routines; And (3) students' self-confidence and motivation to speak English increase. In addition, students are also motivated to learn English and are encouraged to focus on the teaching and learning process by using small group discussions in learning speaking. so as to be able to understand the material easily and provide participation or do the task actively.

Keywords : *Technique, Small Group Discussion Method, and Speaking*

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A. INTRODUCTION

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. 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.³

Moreover, speaking in English language is a crucial part of second language learning and teaching. 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. Therefore, recent pedagogical research on teaching students' conversation has provided some parameters for developing objectives and techniques.⁴

In addition, Speaking involves that the students can understand how to produce points of language such as grammar, pronunciation, or vocabulary linguistic skill. If they can comprehend all of them, it can be said that they create successful communication. As we have observed, it is possible to produce a series of ungrammatical statement that succeeds in letting someone else know what on our mind is, also they can understand when, why, and in what ways to produce language.

Speaking is completely important to be owned by the students. By mastering this skill, they can express their intention in English and have confidence to deliver it when facing native speaker around them. Thus, the students need to understand about some expressions and responses orally in English.

Small group discussion is one instance of the method in the education's world. It is one of teaching strategies that can be involved in teaching learning process because it is affective in learning speaking. Small group discussions one of teaching methods to improve language learning, academic achievement, and social skills by students' communication. This method is not only for fun but also relaxing but for education. When they have finished talking about the topic, they can feel more confident and ever

³ Ilham, Fauzi, Muslimin "The An of Students' Speaking Ability on Specific Purpose of Learning", *Linguistics and English Language Teaching Journal*, Vol.7, No.1, June 2019

⁴ Munther Zyoud "Theoretical Perspective On How To Develop Speaking Skill Among University Students", *An International Multidisciplinary Journal*, Vol.2, Issue 1, 2016

socially acceptable to each other. The students may also make a lot of noise in class.⁵

In addition, there are several reasons why the author chose the Brilliant English Course in Kampung Inggris Pare as a data source. The first reason is that the researcher has been teaching there for four and a half years so the researcher knows that the data source is a superior place to observe teaching and learning activities, especially for speaking class. The second reason is that many students from various regions study English there. They have great motivation to master English. The last reason, we can understand the improvement of students' speaking skills by implementing small group discussions in the teaching and learning process. Therefore, these media will be very interesting media to study and analyze in terms of teaching English classes.

Based on the reasons above the writer is interested and chose to analyze the use of small group discussion in teaching English-speaking classes at Brilliant English Course Kampung Inggris Pare for two reasons. The first reason is to observe the process of learning to speak with the Small Group Discussion method, especially to understand the advantages and process of applying this method, and the second reason is to ascertain the students' reactions as they engage in their learning with small group discussion at Brilliant English Course Kampung Inggris Pare. Thereby, the researcher write a thesis entitled, “*An Analysis of Using Small Group Discussion in Teaching English Speaking Class in Basic Level at Brilliant English Course Kampung Inggris Pare*”. Concerning to the problem above, the main objective of the research is to find out the process of learning speaking. The second is to investigate the students' responses with Small Group Discussion method at Brilliant English Course Kampung Inggris Pare. This study helps to determine an analysis of Using Small Group Discussion in Teaching English Speaking Class in Basic Level at Brilliant English Course Kampung Inggris Pare.

This study also as the insight which can expand English teachers' knowledge in teaching speaking. Therefore, teachers have knowledge of English supremacy, which is important in the modern world. Students will also be given the motivation to work hard at studying English, particularly to master speaking and grammatical approaches. Learning efficient grammatical rules and strategies can help them become better writers and

⁵ Lubis, “Increasing Speaking Ability of The Employees of Quality Hotel of Makassar Through Small Group Discussion, Makassar STKIP-YPUP, 2008”

speakers. This study is helpful in describing the small group discussion strategy which used to analyze speaking abilities at the Brilliant English Course Kampung Inggris Pare.

B. RESEARCH METHOD

Qualitative research aims to understand the phenomenon under study. For example, behavior, perception, motivation, action, and so on, thoroughly and descriptively in a certain natural context without human intervention.⁶ This study uses qualitative research, which means a research process that produces deductive data from people and their behavior.

The approach used in this study is a descriptive. Descriptive Research, is a type of research conducted with the important objective of describing or describing a condition objectively. It can also mean knowing the values of several independent variables, without comparing or associating one variable with another.⁷

This research is descriptive with a qualitative approach, the results show or describe the process of learning speaking with Small Group Discussion and students' responses while the process of learning speaking with Small Group Discussion. The methods used to collect these results included interviews, observation, and documentation.

Brilliant English Course is one of the biggest institutions in Kampung Inggris Pare located at Flamboyan Street 127 Tulungrejo, Pare Kediri. Brilliant English Course was built in 2012 and officially registered in Dinas Pendidikan SK. Dikpora RI Nomor 421.9/050/418/4/2015. The researcher chose the Belitung Class which consisted of 11 students with a 1 month program, the period 19 June to 13 July 2023 at the Brilliant English Course.

Data is any information about the variables to be studied. The data in this study is in the form of qualitative data which is understood as data that cannot be measured or assessed by numbers directly. The data source is the subject from which the central data can be obtained. In research to complete all the data, primary data, and secondary data are needed as data that can support this research.

⁶ Umar Sidiq and Miftachul Choiri, *Qualitative Research Methods in the Field of Education*, (Ponorogo: CV. Nata Karya, 2019), Pg. 5.

⁷ Asep Kurniawan, *Educational Research Methodology*, (Bandung: PT Remaja Rosdakarya, 2018). Matter. 37.

The data sources in this study are divided into two, namely primary data sources and secondary data sources. Primary sources are original data sources or those obtained directly by researchers from the object of study. Where a researcher uses several informants and direct data from Brilliant English Course. In this study, the primary data sources are the English Tutor and students at Brilliant English Course Kampung Inggris Pare.

While secondary data is data obtained from sources that do not directly provide data to the data collector, for example through other people or through documents that are usually documentation data. The data is used as a support in the study. The secondary data sources such as documents related to the course under study are:

1. Organizational Structure of Brilliant English Course
2. Data on Teachers of Brilliant English Course
3. Data of basic level students at Brilliant English Course

In this study, the source of photo data is in the form of photos related to the title *An Analysis of Using Small Group Discussion in Teaching English Speaking Class in Basic Level at Brilliant English Course Kampung Inggris Pare*.

Creswell (2014) explains that the steps of data collection in qualitative research include setting research boundaries, gathering information through unstructured or semi-structured observations, interviews, documents, and visual materials, and establishing protocols for recording information.⁸ In this research, researchers used Observation, interviews, and documentation to collect data.

1. Observation

Observation, as the name implies, is a way of collecting data through observing. This data collection method is classified as a participatory study, because the researcher has to immerse herself in the setting where her respondent, while taking notes and/or recording. Observation data collection method may involve watching, listening, reading, touching, and recording behavior and characteristics of phenomena.

Observation as a data collection method can be structured or unstructured. In structured or systematic observation, data collection is conducted using specific variables and according to a pre-defined schedule. Unstructured observation, on the other hand, is conducted in an open and free manner in a sense that there would be no pre-determined variables or objectives.

⁸ Creswell, J.W., 2014, *Research design: Qualitative, quantitative and mixed methods approaches*, 4th edn., Sage, Thousand Oaks.

In this study, researchers used the observation checklist technique, which is a model in the observation that can provide information about the appearance or absence of an observed behavior by providing checklist marks, if there are behaviors that appear when observed. It is best explained that Checklist is the simplest of the devices. Consist of a prepared list of items. The presence or absence of the item may be indicated by checking “Yes or No” or the type or number of items may be indicated by interesting the appropriate word or number. In the observation checklist table, the researcher first makes a list of learning indicators that might be raised by the subject during the study.

2. Interview

An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a topic. In qualitative research, the main data collection techniques are observation and interviews. In practice the two methods can be used together, that is to say, while the interview also makes observations or vice versa.

a. Types of Interviews

Interviews can be designed differently depending on the needs being addressed and the information. They can be grouped into three types:

1) Structured interviews:

In a structured interview, the interviewer asks a set of standard, predetermined questions about particular topics, in a specific order. The respondents need to select their answers from a list of options. The interviewer may provide clarification on some questions. Structured Interviews are typically used in surveys (see our “Survey Research Methods” Tip Sheet for more information).

2) Semi-structured interviews:

In a semi-structured interview, the interviewer uses a set of predetermined questions and the respondents answer in their own words. Some interviewers use a topic guide that serves as a checklist to ensure that all respondents provide information on the same topics. The interviewer can probe areas based on the respondent’s answers or ask supplementary questions for clarification. Semi- structured interviews are useful when there is a need to collect in-depth information in a systematic manner from a number of respondents or interviewees (e.g., teachers, community leaders).

3) Unstructured interviews:

In an unstructured interview, the interviewer has no specific guidelines, restrictions, predetermined questions, or list of options. The interviewer asks a few

broad questions to engage the respondent in an open, informal, and spontaneous discussion. The interviewer also probes with further questions and/or explores inconsistencies to gather more in-depth information on the topic. Unstructured interviews are particularly useful for getting the stories behind respondents' experiences or when there is little information about a topic

In this study, the researcher used semi-structured interview and the respondents who were sourced from the data are English Tutor and students at Brilliant English Course.

4. Documentation

The definition of documentation is to look for data with things in the form of transactions, notes, newspapers, magazines, inscriptions, agendas, meeting minutes, and so on. Documentation is a record of events that have passed.⁹

Data collection techniques with this document are also used for qualitative research whereby using documents can be in the form of writings, drawings, or works that have been achieved, it is hoped that researchers can get additional information. As well as to obtain data on course development, the number of English tutor and students, school administration, facilities, Islamic programs, and attitudes.

Researchers used this method to obtain data in the form of documentation about the number of English tutor and basic level students at Brilliant English Course, and data on the organizational structure of Brilliant English Course. The resulting data is expected to be able to answer questions related to the title *An Analysis of Using Small Group Discussion in Teaching English Speaking Class in Basic Level at Brilliant English Course Kampung Inggris Pare*.

Data obtained in the field must be validated after further processing or analysis to become reliable data. Testing the validity of data, which is very important for qualitative research, is an important part of the process.¹⁰ The credibility test measures the correctness of the data collected, which indicates how similar the research ideas are to the research findings.¹¹ In this study, researchers chose triangulation as a tool used to test the credibility

⁹ Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.

¹⁰ Albi Anggito and Johan Setiawan, "Qualitative Research Methodology", (West Java: CV Jejak, 2018), p. 214.

¹¹ Djam'an Satori and Aan Komariah, *qualitative research methodology*, (Bandung: cv alfabeta, 2014) Pg. 164-166

of the data.

In this credibility test, triangulation means checking data from various sources in different ways and at different times. Therefore, there are source triangulation, technical triangulation, and time triangulation.

1. Triangulation of Sources

Source triangulation evaluates the credibility of data by examining data from multiple sources.

2. Triangulation Technique

The data collected through interviews is evaluated using various methods to evaluate the credibility of the source.

3. Time Triangulation

Time also often affects the credibility of the data. Data collected using interview techniques in the morning when the informants are still fresh and there are not many problems will be more credible. To test the credibility of the data, checking with interviews, observations, and documentation can be done in various situations or times. If the test results show that the data is not the same, it will be carried out repeatedly until the data is clear.¹²

Bogdan quoted in Sugiyono (2015, p. 334) states that data analysis is a systematic process of searching for and compiling interview transcripts, field notes, and other materials that you collect to increase your own understanding and enable you to present what you have been found by someone else." In short, data analysis is a systematic process of analyzing the data that has been collected.¹³

In this study, the researcher analyzed the data using three paths, namely data reduction, data presentation and conclusion drawing/verification (Miles & Hubberman, 1994).

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appears in written field notes or transcriptions (Miles & Hubberman, 1994, p. 10). The purpose of data reduction isto simplify the data obtained during data collection in the field. In this study, researchers collected data

¹² Sugiyono. "Metode Penelitian Kuantitaif, Kualitatif, Dan R&D", (Bandung: Alvabeta, CV, 2015. Hal.270-274

¹³ Taylor, S.J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitatives Research Method: A guidebook and Resource*. Hoboken: Willey.

about learning English with Small Group Discussion in the form of observation, interviews and documentation, then the data was transcribed. Irrelevant data that is not related to the research question is discarded. Then after collecting and reducing data, the researcher presented the data in descriptive form.

2. Data Display

After reducing the data, the next step is to display the data. Based on Miles and Hubberman (1994, p. 10) data presentation is an organized collection of information that provides the possibility of conclusions drawing. This step is carried out by presenting a structured and structured set of information the possibility of conclusions drawing, because the data obtained during the qualitative research process is usually in the form of a narrative, so it requires simplification without reducing its content.

C. FINDINGS AND DISCUSSION

A. Research Finding Facts

To get data on learning methods through small group discussion in speaking skills class, the teacher teaches speaking through Small Group Discussion and students' responses when the teacher teaches English speaking through Small Group Discussion, this study interviewed teachers and basic level students at Brilliant English Course Kampung Inggris Pare which experienced in teaching and learning to speak English through Small Group Discussion.

That the result of Observation, Interview, and Documentation define the 2 main provisions that will be discussed in research findings related to the research question. How is the process of learning speaking with small group discussion method and the second students' response when the teacher teaches speaking through Small Group Discussion. The detailed information of 2 terms will be explained as follows;

1. The Result of observation in Learning methods through Small Group Discussion in speaking skills class at Brilliant English Course.

The researcher was conducted interview at Brilliant English Course. To get the data

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about How is the process of learning speaking with small group discussion method. The researcher observation and interview one teacher, this observation and interview conducted on Monday, 26th June 2023 the researcher asked question about process of learning speaking with small group discussion at Brilliant English Course, interviewing Mr.Sali Kumara as the tutor, the following are the results of the interview Tutor.

“I prepare module for children so that learning is focused. reprepare media such as whiteboard, Maker, Puzzle to assemble words in English.”

The outcome of the interview with the teacher about preparation module for teaching speaking through Small Group Discussion in basic level because before they teach the students must open the module so that they are know how to teach.

“In the learning process, I often divide students into small groups consisting of 3 to 5 students to solve problems related to speaking learning materials. So wherever the place of learning is, whether indoors or outdoors such as in nature, in the field, and in parks, learning is still using small groups. So that it can foster self-confidence and train students to learn to exchange ideas and think in a directed way. For example during the Fishbowl Debate activity, I ask students to sit in groups of three and assign roles. The person on the left has an opinion on a topic to argue about, while the person on the right has the opposite opinion, and the person in the middle takes notes and decides which side is the most convincing and provides arguments for his or her choice. after that it was discussed by calling several groups to summarize their discussions.”

The results of interviews with teachers about what the learning process is like and where learning takes place, the results of learning are not always individual wherever learning takes place, teachers often teach by making small groups inside and outside the room around the area and more often practice directly through the material that has been provided by tutors.

This meeting will be held on Monday, 26th June 2023 from 16:30 to 17:30. In the opening activity, the teacher greeted each other, asked students to pray, checked the attendance list, explained the learning objectives and randomly divided students into three groups to open the class.

The tutor then asks students to find their members and sit with them in groups. The tutor then motivates students to actively focus on the blackboard and the tutor

gives material about Part of body

After explaining the material, the tutor asks the students to memorize the vocabulary and then the tutor asks the students to write on paper/books.

After all students have finished writing then the tutor tells the students to come forward one by one then they read it in front and imitated by other students, then the tutor gives a game of catching the finger while singing together.

The game play is quite easy so when the song is finished they have to catch the finger of the friend beside him if they manage to catch the finger of his friend then the friend whose finger is caught means he loses and has to come forward and then be punished.

Then one of the students lost in this game and then he came forward and was punished by holding the body part and then his friends said what part the losing friend was holding.

Then Students give feedback about their difficulties to pronounce some examples of instructions. For this reason, the tutor made a simulation of soldiers in which all students acted as soldiers who had to follow the tutor's instructions as the principal and familiarize them with the pronunciation.

Next, the tutor asks one of the students to present each group to do a simulation with other group members. After that, one student from each group is asked to carry out instructions in front of the class with the tutor acting as their instructor. so that their peers will see the performance like corrections and applause. Before closing the class, the tutor first briefly reviews the material and asks students to provide a summary of today's material. Then, students were asked to ask students' difficulties during the teaching and learning process. In this section, some students stated that they had difficulty remembering some instructions that were unfamiliar to them. Then, the tutor takes notes about what they have just said. After that, the tutor thinks about their participation & attention and greets them. then class is over and they pray together.

OBSERVATION ACTION CHECK LIST ON THE TEACHER

FOCUS	INDICATOR	DESCRIPTION	CHECKLIST	
			YES	NO

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Implementation	Syllabus	1. The teacher uses Syllabus in teaching	√	
	Lesson Plan	2. The teacher uses lesson plan in teaching	√	
	Material Source	3. The teacher provides the sources of material or handbook	√	
	Media used	4. The teacher uses media in teaching	√	

	Attendance	5. The teacher checks students attendance before teaching	√	
	Setting Class	6. The teacher starts the classroom activity by greeting the students, praying and closes the class by reciting prayer	√	
	Digital device	7. The teacher allows the students to open mobile phone or laptop to support the teaching and learning activity.	√	
	Material Delivery	8. The teacher explains the lesson	√	
	Practice	9. The teacher guides the students to speak English during classroom activity	√	
	Evaluation	10. The teacher identifies the students problem during learning	√	
	Feedback Teaching	11. The teacher give the students feedback	√	
	Motivation	12. The teacher motivates the students during teaching or after teaching	√	
Problem	From the teacher	13. The teacher comes across with the		√

		problem during the class.		
Activity	From the teacher	14. The teacher speaks English to the students in the class 15. The teacher corrects students mistakes when speaking.	√	
	From the student	16. The students speak English 17. The students understand the lesson given by the teacher	√	

Based on the results of observations made on 9th Mei 2023, the researcher tells the data written in the table above. The description of each point will be presented as follows:

- a. Checklist number one shows that the Brilliant English Course used the syllabus as a reference for designing its learning system because the length of study taken by students varies from 1 month to 3 months. Because of this, the Brilliant English Course determines student achievement for every class of the monthly.
- b. Next with the learning system. The Brilliant English Course relies on lesson plans because by using lesson plans, teachers can work more effectively in the classroom. Because lesson plans help teachers determine what their students will learn, how they will teach the lesson, and how learning will be evaluated on a daily basis.
- c. In this section, the teacher said that the teacher not only explained the material through the blackboard but they provided a learning module.
- d. Next, discuss the media used by the teacher in teaching which consists of some of the necessary stationery such as blackboards, eraser markers and so on.
- e. At point number five, the researcher accepts student attendance consisting of 11 Brilliant English Course students.
- f. Next, it explains how the teacher starts and closes the class, which begins with greeting the students, followed by reading a prayer. Closing the class, the teacher asks students to read a prayer together.
- g. Next about the use of digital media where the Brilliant English Course teacher allows students to use laptops or cellphones to hone digital skills that they may not be able to practice. For example, if a student is physically unable to attend class, a recorded lecture provides students with an alternative way to study.

- h. Furthermore, number eight describes learning activities, namely the process of explaining the lesson to students which is immediately followed by practice afterwards and the teacher plays an important role in this.
- i. In the checklist column number 9, the researcher asks about the important tasks of the teacher during the learning process. The teacher always guides students during speaking practice in class and outside the classroom.
- j. Furthermore, the tenth column describes the teacher's role in guiding students to speak. The teacher encouraging students to speak is one of the principles of language learning in speaking. So, the teacher should make the learning situation conducive to speaking ability so that students can practice their pronunciation, rhymes, or oral compositions.
- k. Checklist number eleven is closely related to the previous one, namely the teacher provides feedback to students in the form of written or oral evaluations.
- l. In this section, the teacher explains one of the roles of the speaking teacher during the lesson where students are as often as possible motivated by the teacher to maintain students' learning goals in learning and of course to always practice speaking English every day.
- m. This point tells about whether the teacher speaks English. Inside or outside the classroom, the teacher tries to talk to the students and provides an example for the students to follow so that the teacher finds the students' mistakes and corrects them on the spot.
- n. In this section, the teacher plays an active role in speaking to students so that in the classroom in learning chat, they use English more.
- o. This point tells about whether the teacher corrects the students' mistakes when they are wrong in speaking. In the classroom when learning, many children have difficulties such as pronouncing pronouns or still wrong in choosing vocabulary to talk about at this early stage, the teacher's role is very visible by correcting errors from students.
- p. almost all learning activities here students are required to speak English if students do not know vocabulary in English then students are required to say "How to Say in English".
- q. At this point stage, do students understand the material given by the teacher? Based on observations made by students, they really understand the material given by the teacher because the material in learning is still at the basic level

2. The Result of interview in Learning methods through Small Group Discussion in speaking skills class at Brilliant English Course.

After applying the Small Group Discussion method, the researcher conducted semi- structured interviews with Brilliant English Course students. This interview consisted of six questions representing five criteria. the first criterion for item 1 “How do you feel after learning English with a Small Group Discussion?” represent students' opinions about learning English by using the Small Group Discussion. Based on the results of the interview, it is known that all students feel happy and excited, they do not feel bored during the learning process with the Small Group Discussion method. For example, students stated that:

“I can interact more with students/friends, the learning process becomes more fun, we practice more.”

“Yes, I'm glad we practice more often and have fun.”

“I can be happy and more understand using small group discussion method.”

Another students also said that the tutor is very cool and fun. it can add enthusiasm and passion to learn. For example, students stated that:

“Happy, because the tutor is cool.”

“Very happy. We are taught English with a very cool and fun tutor.”

The Second criterion for item 2 “Does learning using Small Group Discussion make you more able to speak English??” represent students' opinions about learning English by using the Small Group Discussion method. Based on the results of the interview, It is known that students more often practice directly with the Small Group Discussion. For example, students stated that:

“Yes, because we can practice it directly.” “Yes, because there we can practice more.”

Another students also said that the tutor has a lot of various media to teach them. For example, students stated that:

“Yes, I can speak English better because the tutors are fun because there are lots of media or ideas that are used.”

“Yes, because there I can practice more with various learning media.”

The third criterion for item 3 “Do you feel able to understand the material in learning by using the Small Group Discussion method?” represent students' opinions about learning English by using the Small Group Discussion. Based on the results of the interview, It is known that students were able to understand with the Small Group Discussion method. For example, students stated that:

“I was able to understand, because there we often practice with friends.” “Yes, God willing. Because we practice with each other more often.”

Another students also said that the material is actually still basic so they can understand. For example, students stated that:

“I am able, because the material is actually still basic and I like it.”

“I am able to understand it, because there we practice more often with our friends. and the material is still at the basic level so I understand it quite well”

The fourth criterion for item 4 “Does Speaking Learning using the Small Group Discussion method make you able to interact with friends and teachers using English ?.” represent students' opinions about learning English by using the Small Group Discussion. Based on the results of the interview, It is known that tutor more often invites to talk and interaction in English. For example, students stated that:

“Because Tutors interact more with their students, they are often asked questions and practice, so I am more fluent in speaking English.”

“Alhamdulillah, it's pretty good to be able to interact even if it's just asking questions like simple chats or daily conversations.”

“Yes, we can practice more often and it makes it fast to speak English.” “Yes, we can practice more often and it makes us speak English faster.” The last criterion for item 5 “What are your difficulties while participating in

Speaking lessons using the Small Group Discussion method ?.” represent students' opinions about learning English by using the Small Group Discussion. Based on the results of the interview, It is known that tutor more often invites to talk and interaction in English. For example, students stated that:

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“Because maybe from myself, I'm still a little embarrassed to speak or practice in public or in front of friends.”

“Maybe if I speak directly to practice in public I'm still a little embarrassed.”

Another students also said that they still don't understand the pronunciation and still have a little vocabulary in English. For example, students stated that:

“The difficulty may be if we lack vocabulary in speaking.”

“I still have a lot of mistakes in pronouncing words and still not fluent in speaking.”

From all the statements above, students are interested when the teacher teaches speaking through a Small Group Discussion, almost all students say that they can understand and understand what is being taught by the tutor and it can be concluded that students enjoy how the tutor teaches and it can be said that with their Small Group Discussion method be more enthusiastic in learning.

3. The Result of documentation in Learning methods through Small Group Discussion in speaking skills class at Brilliant English Course.

Documentation is a record of past events. The documentation carried out in this study is in the form of photos of activities when the teacher is conducting teaching and learning activities during the observation, as well as photos when the researcher conducts an interview.



Picture 1.1 Explaining the material

Picture 1.2 Interviewing teacher

Based on the picture shown above, the students are learning to speak and being guided by the teacher. In this picture, they make a circle and sit together, then the students stand and read modules in the class (picture 1.1). It shows that the interview conducted between the researcher and Mr. Sali Kumara as a teacher went very well, he explained what preparations were needed in teaching English and explained a simple description of learning English using the small group discussion method (Picture 1.2).



Picture 1.3 Interviewing student

Picture 1.4 Interviewing student

Picture 1.5 Interviewing student

In this picture, the student who was being interviewed was a beginner student, he is in basic student's class. He had been in this course for 2 weeks and taking one month program to focus only on speaking achievement (Picture 1.3). It shows that the interview conducted between the researcher and one of the senior high school students went very well because this student had been there for more than 1 month so that she had a lot of experience in learning to speak at the English Course at Brilliant English Course. Therefore, he answered the questions very well (Picture 1.4). The third picture shows an interview with a third student who had been there for a month. He was very happy to be able to learn English at the Brilliant English Course. The interview went well because he answered every question based on his experience (Picture 1.5).

This study aims to describe the learning of English in the students of the Brilliant English Course. In terms of providing English language teaching with speaking material that uses a small group discussion method in speaking skills class through an analytical

process in the classroom to get direct results directly.

Based on the observations written in the table above, the researcher concludes that the learning system is almost the same from formal schools and uses the small group discussion method, the Brilliant English Course can still run a learning program that only relies on modules. How teachers guide and motivate students to be enthusiastic about learning and always speak English really has a big impact on student progress since the teacher tries to speak English and is then followed by students so that students improve through feedback given by both the teacher and his friends. That interactions such as approaches between teachers and students can make it easier for students to understand the learning material provided. Based on the Interviewing, students are interested when the teacher teaches speaking through a small group discussion method, almost all students say that they can understand and comprehend what is being taught by the tutor and it can be concluded that students enjoy how the tutor teaches and it can be said that with their small group discussion can be more enthusiastic in learning.

Based on the results of the research above, it is clear that the use of a small group discussion method in learning English is a suitable choice for students who want to learn to speak English because based on the researcher's analysis, students feel comfortable in learning because the class is fun, exciting and also feels that students are not learning but just practice.

From all the statements above, students are interested when the teacher teaches speaking through a small group discussion, almost all students say that they can understand and comprehend what is being taught by the tutor and it can be concluded that students enjoy how the tutor teaches and it can be said that with a small group discussion, they are more enthusiasm in learning so that they can improve speaking skills with the small group discussion method and this is in line with the theory (*Jacobsen*) That the small group discussion is a type of active learning that uses interaction between teachers and students and between students and other students as the main way to enhance learning. So, the students can enhance thinking, challenge opinions and beliefs, and cultivate interpersonal skills..

Based on the results of analysis, the researchers concluded that the use of small group discussion methods in learning English effectively applied in speaking skills class at Brilliant English Course Pare.

D. CONCLUSION AND SUGGESTIONS

A. Conclusion

The Research "*An Analysis of Using Small Group Discussion in Teaching English Speaking Class in Basic Level at Brilliant English Course Kampung Inggris Pare*" was conducted by observation, interviews, and documentat As mentioned in the first chapter, this study aims to describe the process of learning speaking and the students' responses with Small Group Discussion method at Brilliant English Course.

First, the conclusion of the results of the speaking learning process in the Brilliant English course runs effectively and conducively. This is because the teacher always considers the appropriate methods, applications, problems, and activities in the process of learning to speak. So that students do not feel bored in participating in learning. The method used is a Small Group Discussion.

Second, the conclusions from the results of student responses illustrate that students are more active in interacting with friends or teachers using English so as to create an interactive teaching and learning process. They can participate in carrying out instructions and provide feedback during the teaching and learning process. They are active and enthusiastic in providing feedback, answering questions, let alone interacting in class activities. They are able to build interactions to communicate language. So that it can create an interactive and communicative teaching and learning process. These results indicate that students are also motivated to learn English and are encouraged to focus on the teaching and learning process by using a small group discussion method. They are able to understand the material easily and actively participate or do assignments.

B. Suggestion

In connection with this research, the researcher would like to convey suggestions. There are:

1. First, for teachers, they must choose ways to motivate, be communicative, and be active in following lessons. It is important for teachers to create a pleasant atmosphere and familiarize interactions in the classroom with the teaching and learning process so that students are excited to improve their English.
2. Second, for students, they must take advantage of applying a Small Group Discussion in their English skills, they must dare to practice or speak English in public, they must

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become confident. In addition, they must dare to be active learners in the classroom, discover what they don't know, and learn as much as possible.

3. Thirdly, for the Future researchers are expected to better prepare themselves in the process of retrieval and collection and everything so that the research carried out can be even better. Further researchers are also expected to be supported by interviews with competent sources in data search, study of educational facilities and the effectiveness of the learning process so that it has a significant impact.

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