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## BUZZ GROUP IN ESP CLASS TO IMPROVE STUDENTS' SPEAKING SKILLS

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**Abstract:** Teaching strategi and media are two important factors that influence the success of teaching and learning process. The implementation of Buzz group method, that is integrated with audio visual media, is one example of the effective teaching strategies that can be used to teach speaking. Students taking ESP class at UNARS had difficulties with speaking skill because of their limited vocabularies. Thus, this research tried to see how if Buzz group implemented with audio visual media implemented to the students to mprove their speaking skill. This CAR was held in one cycle. The result showed that the strategy was effective in improving the students' speaking skill.

**Keywords:** *Buzz Group method, speaking skills, ESP class*

## INTRODUCTION

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Language Centre of University of Abdurachman Saleh Situbondo (UNARS) holds an ESP class for the lecturers and staffs twice a year to facilitate them to develop their English. This ESP class aimed at providing the students with speaking skills that are advantageous for their work interests. Based on the preliminary study done by the researcher, it was found out that these students took a Speaking course in the previous semester. However, they thought that the course was boring because they were only asked to do tasks individually. The discussion was only between the tutor and the students, and they did not have much interaction with other students. Thus, at the end of the course, the student did not feel really satisfied because their speaking skill did not improve.

The development of teaching English as a foreign language has progressed very rapidly. Various kinds of methods or strategies are made to help students to be able to master English easily. One method that can be said to be effective in helping students learn is a method of discussion in groups. In addition to choosing the right teaching method, the use of interesting media also affects students' activity. Therefore, a teacher must ensure that the media used in

the learning process in the classroom can support the creation of an atmosphere full of enthusiasm. One interesting learning media is the use of audio visual media. Audio visual media is advantageous because it involves the senses of sight and hearing. Djamarah et. Al (2006:124) state that audiovisual media are able to stimulate the senses of sight and auditory senses together, because it has elements of sound and elements of images. Moreover, an English teacher must truly understand the characteristics and interests of students he/she handles. Hence, the teacher can choose the teaching strategy and media that can work best on the students.

The consideration of choosing correct teaching strategies and media were taken into account upon knowing the problems encountered by the students taking ESP class at UNARS. At higher education levels and professional education institutions, according to Rasyid and Nur (1997), the English teaching process is usually given as a special course that is known as English for Specific Purposes (ESP). ESP is quite different from general English (GE). Flowerdew and Peacock (2001) imply the purpose of ESP, that is to accommodate learners' specific needs in particular fields or disciplines. Thus, ESP uses a different approach from GE for ESP focuses on activities in a specific area of study. Language Centre at University of Abdurachman Saleh Situbondo (UNARS) holds ESP classes twice a year regularly. The participants of this program are lecturers and staffs at UNARS. The ESP classes held usually focus on speaking activities because many of the students still have low English speaking skills. Buzz group was considered as the most appropriate method to be implemented to the students. To maximise the results of the teaching process, audio visual media were integrated during the implementation of Buzz Group method.

Brewer (1997) defines Buzz Group as a teaching method in which small groups that consist of 2-3 participants discuss a specific question or issue in order to come up with many ideas in a short time. The small groups produce buzzing sound while discussing, that is why this method is well known as buzz group. The discussion can be held at the beginning or at the end of the teaching and learning process with the aim to sharpen the theoretical framework, to brainstorm a topic, or to answer a problem. Nwoke (2018) mentions some benefits of applying Buzz Group in class: Buzz Group is highly participative, very focussed and direct, very integrates theory with experience, short, intense and using students' own information so there is ownership of the output by students. in brief, Buzz Group can be used at anytime throughout the program, particularly when we want students to be engaged actively with the issues.

The implementaton of Buzz Group has been widely used in the teaching instruction. The effectiveness of Buzz Group implementation to enhance students' activeness and writing

skills has been proven by Ni'mah (2017) in her research. She conducted a classroom action research and implemented Buzz Group method to improve her eleventh graders' writing skill in writing a hortatory text. Muntaha (2016) implemented Buzz Group in teaching listening in an Indonesian EFL classroom. This experimental study tried to analyze whether the treatment influenced students' self esteem. Another study on Buzz Group implementation was conducted by Rizky (2016). She implemented Buzz Group method in teaching speaking skill to see how the teacher implemented the method and to observe the advantages and disadvantages of the method implementaton in teaching speakngs skills in XI-IPS class at SMAN 1 Ambunten Sumenep. Palupi and Permata (2016) also implemented Buzz Group as a suggested reading technique to improve junior high school students' reading comprehension. The causes of the method implementation were students' low level of reading comprehension and engagement in class. One difference between the current study with the previous ones is that this classroom action research was conducted with different subjects of research. The subjects of the research were lecturers and staffs who were adult learners but were low achievers especially in speaking. Another difference is the implementation of Buzz Group which was integrated with the use of visual media in the teaching and learning activities.

Considering the success of the implementation of Buzz Group method in the previous research, the researcher conducted a research on Buzz Group which was integrating with the use audio visual media to teach speaking to ESP students at UNARS. The purpose of this research was to see how Buzz Group method successfully improve the students' speaking skill.

## **METHOD**

This Classroom Action Research (CAR) adapted Kemmis-Mc. Taggart's (1997) CAR cycle which consisted of planning, doing, observing, and reflecting. The subject of the research were fourteen students taking ESP class at UNARS. The data were taken during the doing stage of the cycle. The data were in the form of students' speaking scores. A speaking rubric was used to assess students' speaking skill quantitatively. The scores of the students' speaking skill were compared to the criterion of success. The implementation of Buzz Group integrated with the use of audio visual media was considered successful if as many as 75% of the total number of the students got scores indicating minimum passing grade (score 70 or range 3). Figure 1 is the speaking rubric used as the speaking indicator. Each range has different skill level: 4: excellent (85-100); 3: good (70-84); 2: average (56-69); 1: low <55.

1 (0-55)	2 (56-69)	3 (70-84)	4 (85-100)
<ul style="list-style-type: none"> <li>• Presentation shows lack of interest</li> <li>• Speech is difficult to understand</li> <li>• No eye contact is made</li> <li>• Volume is uneven</li> <li>• Lack focus</li> <li>• Lacks information</li> <li>• Many grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation lacks enthusiasm</li> <li>• Eye contact is rarely made</li> <li>• Speech is adequate</li> <li>• Many lapses in sentences</li> <li>• Facts not included</li> <li>• Volume is uneven</li> </ul>	<ul style="list-style-type: none"> <li>• Speech is clear</li> <li>• Eye contact is made intentionally</li> <li>• Knowledge and facts are partially included</li> <li>• Volume is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Speech is clear</li> <li>• Eye contact is made</li> <li>• Knowledge and facts are included</li> <li>• Volume is appropriate</li> </ul>

Figure 1. Speaking Rubric

## FINDINGS AND DISCUSSION

### Findings

In this research, the improvement of students' speaking skill was reached after going through one cycle. The implementation of Buzz Group method which was integrated with the use of audio visual successfully improved the students' speaking skill. This was indicated by most of the students who could deliver ideas clearly and loudly. The ideas were explained in details. Eventhough one student still felt unconfident (he did not stare at the audiences), he still could deliver his ideas pretty well. During this stage, eleven out of fourteen students got score 70 and above for their speaking performance. To be detailed, eight students reached range 3 and three students reach range 4.

Cycle 1 was held on July 6, 2018. The material given in this meeting was expository text under the topic of gadget addiction. The point of Buzz Group implementation is the process of group discussion that makes buzzing sound like busy bees. Therefore, the activities during the lesson were mostly in the form of group discussion. In the beginning of the class, the students were asked to discuss the differences of gadgets now and then in group of two or three. The discussion was also done in the main activities. The students were asked to discuss the causes and effects of gadget addiction. After the students finished the discussion, one member of each group was asked to share in parallel forms the result of the discussion. The purpose of having group discussion was to make each member of the group active during the lesson. Group discussion was also advantageous for the group members because they could share

knowledges, references, and motivation. Later, it was also found out that group discussion created a comfortable learning environment for the group members that it made them more confident to practice speaking.

The use of audio visual media also played significant role to the students' speaking skill improvement. The use of audio visual media could attract the students' attention and made the learning session more interesting and enjoyable. The use of audio visual media also helped the students understand the material given. The media helped visualize what the topic was about.

### **Discussion**

Based on the results of the research, it was revealed that Buzz Group could improve students' speaking skill in some ways. First, the activities in the learning process were mostly done in small groups. This enabled the low achievers to cooperate and work together the high achievers. The high achievers did not have any reason to leave the low ones behind because the tasks they had required participation of each group member. However, the result could be much better if the group members help and motivate each other to create a comfortable environment in their group. Such environment could minimize the number of unconfident students.

Because the teaching and learning method was student-centered, this left some notes for the teacher to be considered about. The teacher had to frequently observe the process of group discussion to see if the students needed some help, met unavioded disagreement among the members, or found other kinds of learning difficulties. Besides, the teacher had to observe how each member engaged him/herself in the discussion to avoid the hitch-hiker. Appraisal should also be given to any form of student's participation because it could level up their confidence to speak. This is important to have in mind because some students had a low level of confidence when it comes to public speaking. Appraisal given could motivate them because they would feel appreciated by the teacher.

The use of audio visual media was really helpful in helping the students grasp the material. On the other hand, the media also eased the teacher to deliver the material. Like children, adults also need media during the process of learning to make the learning process more interesting and meaningful. However, the teacher should make sure that the media used are suitable for the students' background, age, and level.

Briefly, Buzz Group method can be implemented to any course with some considerations, such as the type of the tasks given to the students, the appraisal and motivation given by the teacher and group members to other group members, and the media used.

## CONCLUSION AND SUGGESTION

### Conclusion

From the implementation of Buzz Group method that was integrated with the use of audio visual media, there are some conclusions that can be drawn. First, the use of audio visual media can enhance the implementation of Buzz Group method because the media can help visualize the topic given to the students, so they could brainstorm the ideas easily. Second, the use of Buzz Group method is effective in leveling students' speaking skill if done with good preparation by the teacher beforehand. Third, since Buzz Group is student-centered method, the activities arranged for the students should be made in a way that the activities can be finished if done in groups.

### Suggestion

The teacher should really prepare the activities well because Buzz Group activities require extra attention from the teacher. Students working in groups may find some obstacles during the implementation of Buzz Group; thus, a thorough observation is vital. As an addition, the visual media used should be wisely chosen to make sure its appropriateness for the students.

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