THE DEVELOPMENT OF GERMAN SPEAKING SKILL THROUGH GROUP DISCUSSION
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ABSTRACT

In the teaching and learning process, the speaking skill of German language is still difficult to master. The fact shows that most learners still rarely use German language either in the classroom situation or in the real life. Many learners who have study foreign language for years are still facing difficulties in dealing with conversation or discourse although they are actually understand the utterance. This is cause by the opportunities which had not been given to them in using the target language or to hear how the language is implemented n real life situation.

Neuf-Munkel und Roland (1991: 50) argued that the most important goal from teaching language is the success of oral communication. Speaking skill has a meaning in its delivery and pronunciation, in other word it convey the feeling and tought to another person in the form of statement, discourse or with spoken language. The definition of speaking skill in learning German language is the capability of students in expressing ideas, suggestions, minds and feelings by discovering the proper expressions with the suitable German vocabularies.

Based on the field test, this purpose of achieving the teaching speaking skills goal still encounters many difficulties. The difficulties are closely related to the huge amount of students in a single classroom, so the students' opportunity to train their speaking skill is insufficient. This can affect their speaking ability achievement. To overcome these difficulties, it is required to design a certain learning strategy that can give an equal opportunity for students to train and increase their speaking ability.

From the research conducted by Nurhani (2007) it is found that one alternative method of learning which can increase university students' participation is the interactive method. One of the main features of this method is the group division

which divided a group into large and small group. In this group the interaction between students can be increase. Based on that explanation, this research will developed a certain learning model which can increase the German speaking skill of university students.

Few important results from this research are as follow: (1) although the group discussion has already become a common knowledge for the lecturer, but in its implementation the model is still new to the German Department of UPI, (2) in the initial implementation of action, both students and the lecturer are still awkward in conducting the learning process based on the way proposed and developed. Nevertheless, after implementing it three times both lecturers and students are familiar with the situation developed and the discussion become more attractive and conducive in increasing the students skill especially in speaking, (3) from the action developed it is shows that the themes provided are still lack of variation and the lecturer roles as the facilitator of the discussion still needed to be developed, (4) Although there are no quantitative indicators that shows an increase on the students capability in speaking, but if it is review thoroughly from the learning process and the discussion result perform by the lecturer, then there is an overview that this technique can improve the students participation in the teaching and learning process – by expressing opinion, suggestion, idea, argument and rebuttal upon others point of view so it is expected to increase their speaking ability. (5) Based on a supervision conducted directly during the learning process or with the use of video recorder, there is an overview that lecturer is demand to develops the proper strategy in implementing the learning model through discussion technique, especially in giving introductory to the theme discussed (*Einstieg*), group division (*Gruppeneinteilung*), and in managing the discussion course (*Durchfuhrung der Diskussion*). (6) Through *Einstieg*, the basic knowledge of the students upon the theme is activated by the lecturer questions. This phase will influence the next process because in this phase the students do not only acknowledge the coverage to the theme, but they are also can acknowledge the vocabulary or terms related to the theme. Both of this can make the

course of the discussion more dynamic. (7) In group division, the lecturer must at least consider three aspects: *first* the students' competency, it means that students with better learning achievement are spread around all groups. This can make the process of the discussion runs well. *Second* is the group establishment; the groups have to be established previously so it doesn't consume too many time. *Third* are the classes setting/seats. The arrangement of seats for the small groups has to be arrange appropriately so the lecturer can easily monitored the course of the discussion and answered question if the students didn't understood about particular subject. (8) The management of the course of the class discussion (*Klassendiskussion*) is a crucial aspect that determines the success of this learning model. After the students discussed in small groups, then they performed a class discussion to delivers the results of their discussion orally or to debate with other groups. In this phase lecturer must be able to encourage the class so the discussion is not monopolize by certain students.

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