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HOW TO IMPROVE THE ABILITY OF INTROVERT STUDENTS IN SPEAKING THROUGH BUZZ GROUP TECHNIQUE IN FKIP UHN PEMATANGSIANTAR

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This study attempted to improve the ability of the students in speaking through buzz group technique. The problem in this study was " Is there any significance for the students' ability in speaking class by using Buzz Group Technique?". To solve the problem, the writer used some theories in this study, namely: Arikunto (2006), Bernard (1954), Brown (1980), Clark & Star (1981), Harmer (2001), Harris (1979), Luttrell (2009), Bambang (2006), and Rivers (2007). This study was conducted by the pre-experiment method in public speaking class by using one group pre-test design. The population of the study was the university students in public speaking class in NOMMENSEN University which is located in Pematangsiantar. From those university students, 30 of them were involved in this study as they were classified as introvert students. The instruments in collecting the data were given the questionaires to the students to know their opinion about the implementation of buzz group and their difficulties in speaking. The writer also gave the pre test and post test to the students to know the students'ability.

Based on speaking test, the students' scores had an improvement, which could be seen from the mean of the score in pre-test and post-test. In other words, the use of buzz group technique helped introvert students to have a better progress in speaking. Finally, the writer concluded that the use of buzz group technique in improving students' ability was effective. The result of the study showed that buzz group technique improved the introvert students' speaking ability.

Keywords: Introvert and Extrovert students, Buzz group Techniques

BACKGROUND

In my teaching experience, some students kept silent all the time during teaching and learning activity in the classroom. They did not give respond and even answer the simple question from what the teacher asked to the students. There are some reasons why the students are not actively in speaking class for example the number of the students is too many then they have no chance in responding the teacher's question. The students also have no idea because they do not understand the topic and material which is discussed in the class. Beside that, some students are identified as introvert students and they are afraid of making the mistakes in giving comments and responding to the teacher's question.

By understanding some personality factors such as introvert and extrovert student in speaking class, I am trying to build up my students' confidence to speak and give response in english. When we talk about introvert and extrovert students, it is related to the psychological factors as Brown (1980) states taht personality factors contribute in some ways to the success of language learningThis study focus on teaching technique by using buzz group in public speaking class in order to improve introvert students' ability in speaking. As the problem of the study is " Is there any significance for the students' ability in speaking class by using Buzz Group Technique?".

THEORETICAL FRAMEWORK

Classroom interaction is defined as description of the form and content of behavior or social interaction in the classroom (Marshall:1998). Brown (1980) mentions the problem which influence speaking ability into some points such as (1) The students cannot express their idea, (2) The students are reluctantly to speak, may be he/she is shy or an introvert student, (3) The students have nothing to say. The students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Furthermore, the students develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students. Hall and Lindzey (1978:88) state that there are two amjor or orientation of personality of the learner: introvert and extrovert. Lutrell (2009) explains that an introverts are most aware of his/her inner world while the external world is

perceived: it is not pondered as seriously as inward movemnet or physic energy. Introverts are more concerned with subjective appraisal and often give more consideration to fantasies and dreams. Rose (2007) says that the introvert is always being alone and process information internally. It means that when an introvert has a problem, they need to be alone and have a space from other people so that they can think about the situation and come up with a solution through introspection. They usually find the support through self- help books, movies and other resources that allow them the time to process the information. While extrovert process the information externally and find someone or friends to solve their problems. Based on Eysenck (in santrock, 2005: 497) there are some characteristics of introvert and extrovert personality as below:

No	Extroverts	Introverts
1.	Have high energy	Have quiet energy
2.	Talk more than listen	Listen more than talk
3.	Think out loud	Think quietly inside their head
4.	Act then think	Think then act
5.	Like to be around people a lot	Feel more comfortable by being aloneq
6.	Prefer a public role	Prefer to work than behind the scene
7.	Can sometimes be easily distracted	Have good powers of concentratiom
8.	Prefer to do lots of things at once	Prefer to focus one thing at a time
9.	Are outgoing and enthusiastic	Are self-contained and reserved

In speaking class, teacher must engage in the sort of interaction with the learner, in which the communication is able to take the place. In the classroom interaction, communication among the students and teacher-students take place when the students interest is presented. To promote interaction, the teacher can encourage the students by using different method of teaching in speaking class for example buzz group technique. Clark and Star (1981:199) explain that buzz group is :" small group of about a half dozen who discuss freely and informally for about half dozen minutes". This employed when the students become very motivated and seized with issues involved. While Harmer (2001:272) mentions buzz group is a techniwue in which a teacher can avoid such difficulties. Buzz group is used to give thoughts and opinions about controversial topic to gather potential solutions to a problem. It means that all the students have a chance for quick discussion in small group and motivate the intorverts in speaking. There are some important steps for the teacher in organizing buzz group technique as the following: (1) Share the purpose and objectives of the activity with the group, (2) Explain the procedure for example form a small group, select a group leader, complete the activity, report back to the larger group, debrief the session. (3) announce the duration of the session, (4) arrange the larger group into small groups, (5) seat the group memebrs in a circle in order to communicate in a face to face, (6) advise each group to choose a recorder or a writer, (7) asking the right question, (8) start the session, (9) Circulate and monitor, (10) tell the participants when there is one or two minutes left in the session, (11) end the activity, (12) ask each group to report to the larger group, (13) acknowledge each group's input and process the information, and (14) summarize the session by recapping the main points.

Clark and Star (1981:187) state that buzz group gives the oportunities for the students to practice thinking, to look at their own ideas to formulate and to apply the principles and to face up to immediate feedback from friends. Buzz group technique,

like other form of discussion takes advantage in teaching principle for example the class confronts the subject matter first hand rather than passively receiving what a teacher has to say. Buzz Groups: Participants discuss in pairs for a limited period. This method is especially effective for articulating ideas in preparation for a general discussion or to give expression to personal response to a film, presentation, or experience. After talking in pairs, couples might be asked to combine in groups of four and compare their opinions. Buzz sessions are short participative sessions that are deliberately built into a lecture or larger group exercise in order to stimulate discussion and provide student feedback. In such sessions, small sub-groups of two to four persons spend a short period (generally no more than five minutes) intensively discussing a topic or topics suggested by the teacher. Each sub-group then reports back on its deliberations to the group as a whole, or sometimes combines with another sub-group in order to share their findings and discuss the implications.

Strengths	Weaknesses
1. Constitute an excellent method of introducing variety into a lecture, thus helping to maintain student attention. 2. Can be used to achieve a wide range of objectives, both cognitive and non-cognitive. 3. Encourage students to become actively involved in a lesson. 4. Allow feedback to take place.	1. Are most useful in a supportive role as part of a larger lesson as they are not, by themselves, intended for use as a front-line method of teaching basic facts and principles. 2. Need careful control, as the word 'buzz' signals.

DATA COLLECTING TECHNIQUE

Four methods wre used to gather the data:

1. Sharing questionnaire

   At the first time, the writer shared the introvert and extrovert questionnaire sheets to the students to find out their personality whether it was introvert and extrovert learner. The respondents wer given five minutes to fill in the answer. The result is all the students are identified as introvert leaners.

2. Pre-Test

   The test was given to the students by asking them to tell their experience during four semester studying at college. The score is taken based on structure, vocabulary, pronunciation and fluency.

Table of Test Specification

Criteria of the test	Test Item	Kind of Measurement	Total test	Score
Grammar	Oral Test	Performance	4	0-25
Vocabulary	Oral Test	Performance	3	0-20
Pronunciation	Oral Test	Performance	3	0-25
Fluency	Oral test	Performance	3	0-25
Total			10	100

3. Presentation
   In the presentation, the teacher introduced buzz group technique to the students and divides them into four groups. Then the teacher explained the rules, the situation that the students do in buzz group discussion. The teacher also set the time and encouraged the students to be more creative and express their idea in english.
4. Post Test
   Post test was given to the students after the treatment teaching speaking by using buzz group technique. The question which was given to the students was similar with pre test by asking the students to tell their experience shortly.This is to see whether buzz group technique is useful or not after giving the tratement in speaking class. The score is taken based on structure, vocabulary, pronunciation and fluency.

PROCEDURES

The subject of the research was the students in public Speaking class at English Department in FKIP UHN Pematangsiantar which consists of 25 students. The students who take public speaking as the optional subject in every semester. . The writer used questionnaire sheets to find out the introvert students and their opinions about the implementation of buzz group technique and their difficulties in speaking. For the questionnaire, Likert scale was used which use four scales always, sometimes, seldom and never. To know the effectiveness of using buzz group technique in improving introvert students' ablility in speaking, the writer gave oral test to the students. Teaching material were taken from Jakarta Post, newspaper articles such as politic, economy and entertainment. The writer used as a guidance in a class discussion.

RESULT AND DISCUSSION

All introvert students got improvement in their scoring. It can be seen from the score in the pre test and post test. This means that using buzz group technique for teaching speaking is better than without using that technique. It was supported by the fact that the mean of the scores which increased, the mean of pre test is 62,03 and the standard deviation is 6,15, the median is 61,5, the highest score is 79, the lowest score is 50. In the post test the mean is 79,86, the standard deviation is 5,91, the median is 81, the highest score is 95, and the lowest score is 66. The mean score of post test was better tahn the mean score of pre test.

Here is the comparison score between pre test and post test in public speaking class:

No of students' name	Pre test	Post test
1	68	88
2	58	81
3	62	83
4	50	70
5	61	71
6	58	69
7	51	79
8	79	95
9	76	89
10	60	82
11	61	82
12	66	88
13	62	84
14	65	81
15	62	82

No of students' name	Pre test	Post test
16	58	69
17	67	83
18	62	79
19	52	73
20	62	78
21	60	80
22	60	80
23	60	76
24	76	87
25	67	84
26	65	82
27	65	75
28	58	84
29	60	76
30	50	66
Total Score	∑X = 1861	∑X = 2396
Mean	62,03	79,86

The writer concluded that the use of buzz group technique was more effective to improve introverts students speaking ability and helped the teacher inn teachingnspeaking.

The result of calculating the t-test shows that t-observed was higher than t-table 9t-observed=25,4< t-table =17,7), it can be conclude that (Ha) is accepted.

Basewd on t-tes calculation, it can be said that there is improvement in using buzz group technique to improve introverts students speaking ability in public speaking class.

After analyzing the data, the writer has known that the introverts students speaking ability before and after using buzz group technique. Speaking is to express or to communicate opinions, feelings, idea which involves psychological (articulator) and physical (acoustic) stage. There are four components or criteria generally recognized in nalyzing the speaking ability such as pronunciation, grammar, vocabulary and fluency. Introvert is the extent to which a person derrives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Introverts can have an inner strength of character and extrovert do not. in general, the problem that introvert students faced in expressing their ideas in english is lack of confidence and lack of vocabulary.

CONCLUSIONS

The conclusions that can be drawn from the study are:

1. There is an improvement on the students speaking ability when they were taught by using buzz group technique in public speaking class which can be seen from the differences scoring pre test and post test.
2. The use of buzz group technique gives more enjoyable and interesting in teaching and learning activity for the students especially for the introverts students, This method also motivates the students in learning and easier to grasp the lesson.

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