

## THE EFFECTIVENESS OF PANEL DISCUSSION ON SENIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS

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### Abstract

This research aims to determine the effect of panel discussion on the speaking skills of 2nd-grade senior high school students. This research employed a quantitative method using a quasi-experimental design, where the subjects were not randomly assigned to the treatment group. The instrument used to collect data for this research was a rubric focusing on criteria such as content, fluency, pronunciation, vocabulary, and grammar, which scores the students' speaking skills based on the speaking test. The researcher used a subjective test to measure the students' speaking skills in this test. In the control group (XI-9), pre-test scores ranged from 40 to 68, with a mean of 50.86, and post-test scores ranged from 40 to 72, with a mean of 57.49. In the experimental group (XI-10), pre-test scores ranged from 40 to 76, with a mean of 55.43, and post-test scores ranged from 40 to 84, with a mean of 70.60. The results indicated that panel discussion significantly improved students' speaking skills. For future research, it is suggested that more of the scope sample be explored and that the research be longer than this one to get a more comprehensive result. In addition, more research must be done to advance the impact of the panel discussion on other English skills.

**Keywords:** Panel discussion; speaking skill; students

### INTRODUCTION

Communication is transferring information from one person to another; it can be one way or two ways. (Sharma, 2017). Communication is the most important thing; it can help in many field areas. It allows humans to exchange information, give information, and much else. There are various ways to communicate, including multiple types of media. The types of communication are one and two-way communication. Media communication is a tool used to make the communication process (Sari & Fitriawan, 2020). The media used to communicate with each other are oral, newspapers, books, TV, and many others. Information cannot be delivered well without these.

Communication, of course, needs a language as a medium to communicate. Moats (2020) stated that language is a tool for communicating that is used by every human being in their daily lives, which means to deliver information. Kurniati (2017) stated that language is a means of communication to transfer ideas, opinions, feelings, and information from one person to another.

Many languages are used to communicate with almost every creature being. Mailani (2022) mentioned many types of languages, such as silent, sign, code, and verbal. Verbal language is one way to communicate using written and spoken language (Galishnikova et al., 2018). In this research, it is only studied one language as, English.

English is a universal language because it is used by almost all countries worldwide. (Manduwu, 2016). That statement also aligns with Yulizar and Hasibuan (2022), who stated that English is a language that can unite many countries and has become an international language. Many countries learn English for their second or third language. The number of

people who are learning English is increasing. This statement is taken from (Graddol, 2013). Indonesians who do not speak English as their mother tongue find it difficult to communicate efficiently in global situations. Therefore, English is the one language that should be mastered.

Lubis, Fitri, and Ridwan (2024) stated that people must master English because it can make it easy to find a job, compete with others, and gain knowledge. Once someone wants to master or learn English, the vital thing to do is master the skills of English, such as speaking, listening, reading, and writing. The first thing to do is speak because it can help to communicate with other people globally.

Speaking is physically realizing an idea, concept, and assumption that transforms into sound. (Guebba, 2021). Besides that, according to Pangaribuan, Mamala, and Siahaan (2022), speaking is a skill that can be used to deliver or tell information. Speaking is a critical aspect of language learning, especially in English. It transfers information from one person to other people. According to Azlina, Eliwarti, and Novitri (2015), speaking has several aspects, such as content, fluency, pronunciation, vocabulary, and grammar. There are many ways to practice or learn how to speak English. One of the ways to do this is through a panel discussion, which will be discussed in this research.

Sumarsih (2016) stated that the panel discussion is a forum that consists of three to six people capable of giving opinions about one topic. The panel discussion is a forum that consists of three to six people who can provide opinions about one topic (Leh & Melincavage, 2012). This panel discussion method can create a dynamic and interactive learning environment. Also, it allows the students to explore their knowledge and say it without any distractions.

The panel discussion was helpful and suggested to be implemented in teaching speaking (Safarnejad & Montashery, 2020). In that article, the subject was Iranian Intermediate EFL learners between 16 and 24. The research took place at Islamic Azad University. The previous research was not specific about the grades of those people. The research also used OPT or the Oxford Placement Test.

There was also research done by (Joni, 2019); in that research, the panel discussion method collaborated with Initiation Response Evaluation (IRE). The research subject was 4th-semester ELSP FTTE Unmas Denpasar students in the academic year 2016/2017. Based on that research, it stated that the panel discussion collaborated with IRE, which significantly improved students' speaking skills. The students caused it could give their answers based on what they knew, what they explored, and what they read. It also allowed the students to answer the questions using their own words.

The previous research only focused on speaking skills at the college level. However, those previous studies have not investigated the implementation of panel discussions for Senior High School. Therefore, the writer formulated the difference between this research and other studies on the subject; the subject of this research is 2nd-grade Senior High School Students in Giving Opinions and Thoughts material, the rubric for assessing, and the instrument to collect data. This research aims to learn how panel discussions affect students' speaking skills. It will find out whether this research has any impact or not.

Speaking is a skill that can be used in a language to deliver or tell information. Pangaribuan, Mamala, and Siahaan (2022) stated that speaking is a verbal way in the use of language to communicate with people. Widdowson (1984) also said that speaking is a form

of communication that involves face-to-face interaction or other forms of verbal exchange. Torky (2014) stated that speaking is a communication between people that will achieve specific goals and express information. Mualiyah (2017) mentioned that speaking is an interactive way to make meaning, which consists of generating, acquiring, and processing messages and information. Based on the experts, speaking skills are a tool to communicate with each other, which is, in terms of communication, there is an exchange of information.

The panel discussion is a forum that consists of three to six people who can give opinions about one topic. Sumarsih (2016) mentioned that a panel discussion can be defined as a discussion between two until six panelists or experts talking and giving opinions on a particular topic. The definition of panel discussion mentioned (Safarnejad & Montashery, 2020) is a kind of discussion in which the member or panellist usually consists of 2-6 people and talks about a topic from a different perspective. Anwar (2016) stated that the panel discussion is a strategy for teaching speaking that can help students criticize thinking, share, and deliver ideas. Afdo (2021) stated that the panel discussion is a forum that consists of 4-6 panellists and takes no longer than 90 minutes; each panellist delivers their opinions in 5-6 minutes. Based on the definition that some experts stated, it can be concluded that a discussion consists of 2-6 people/members/panellists discussing a particular topic from different perspectives.

## **METHOD**

### **Research Design**

This research used a quantitative research method. According to Barella (2024), using measuring tools; a quantitative research method collects and measures data and information. Ramadhana and Allo (2021) mentioned that experimental research is research where the research must test an idea, method, procedure, and practice to know the effect or the outcome of dependent variables. Based on the theory above, this research focuses on testing a method called Panel Discussion on students' speaking skills in senior high school. This research used a quasi-experimental design, a randomized experimental design that involves the manipulation of an independent variable but has a different subject, which is not randomly assigned to the treatment group (Ary et al., 2014).

### **Respondents**

The subjects for this research were 70 eleventh-grade students of SMAN 2 Situbondo in the academic year 2023/2024. Two classes, XI-9 and XI-10, were the subjects of this research.

### **Instrument**

The instrument used to collect data for this research was a rubric focusing on criteria such as content, fluency, pronunciation, vocabulary, and grammar, which scores the students' speaking skills based on the speaking test. The researcher used a subjective test to measure the students' speaking skills because speaking is subjective. A subjective test is a test where the students are asked to deliver their ideas or opinions about a specific topic (Indriyani, 2016).

### **Procedures**

The first step in this research is that the researcher did a try-out. The try-out was being done because the researcher needed to know the reliability and validity of the instrument. After the instrument was valid and reliable, the researcher did a pre-test. Second, the researcher did the pre-test. This pre-test aimed to learn the students' first speaking skills. Third, the researcher did the treatment: a Panel Discussion for the experimental group class and a conventional way for the control group class. Fourth, the post-test was done after the treatment. The post-test was used to know the students' speaking skills after being given treatment. Last, the data was analyzed to get the significant difference.

### **Reliability and Validity**

Reliability is the extent to which the test scores are not affected by chance factors and the luck of the draw factors (Livingston, 2018). The researcher and the teacher conducted this research. Table 1 shows the reliability level. The researcher's reliability was 0,689, and the teacher's reliability was 0,650. Based on the table below, both reliability levels are at a 'high' level.

Table 1. Reliability Criteria

Cronbach's Alpha	Reliability Levels
$0,00 \leq r < 0,20$	Very Low
$0,20 \leq r < 0,40$	Low
$0,40 \leq r < 0,60$	Fair
$0,60 \leq r < 0,80$	High
$0,80 \leq r < 1,00$	Very High

Validity is the extent to which how an instrument can be accurately measured (Ary et al., 2014). This research used content validity. Content validity will be used because the test item was taken from the school curriculum, *Kurikulum Merdeka*.

### **Data Analysis**

Data were analyzed using SPSS software. An independent sample t-test was performed to compare the post-test results from the control and experimental groups. Descriptive statistics were also used to summarize the data.

## **FINDINGS AND DISCUSSION**

### **Findings**

In this research, the researcher presented the result of the Panel Discussion implementation on the 2<sup>nd</sup> grade of SMAN 2 Situbondo in the academic year 2023/2024. The result of the implementation can be seen below.

### Control Group Class

Table 2 shows the data or the result of the pre-test and post-test scores of the control group class, which was XI-9. The data can be seen in the control group class, which was XI-9.

Table 2. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PreTest	35	28	40	68	1780	50.86	7.796	60.773
PostTest	35	36	40	72	2012	57.49	7.706	59.375
Valid N (listwise)	35							

Table 2 shows the difference between the pre-test and post-test scores of XI-9 as the control group class can be seen. The lowest and highest scores from the pre-test are 40 and 68. The lowest and highest scores from the post-test are 40 and 72. The total pre-test score is 1780, and the mean is 50.86. The total post-test score is 2012, and the mean is 57.49. It can be concluded that the mean of the pre-test is lower than the post-test.

### Experimental Group Class

Table 3 shows the data or the result of the pre-test and post-test scores of the experimental group class, which was XI-10. The data the research got in the experimental group class, XI-10, can be seen below.

Table 3. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PreTest	35	36	40	76	1940	55.43	9.313	86.723
PostTest	35	44	40	84	2452	70.06	8.022	64.350
Valid N (listwise)	35							

Table 3 shows the difference between the pre-test and post-test scores of XI-10 as the experimental group class. The lowest and highest scores from the pre-test are 40 and 76. The lowest and highest scores from the post-test are 40 and 84. The total pre-test score is 1940, and the mean is 55.43. The total post-test score is 2452, and the mean is 70.60. It can be concluded that the mean of the pre-test is lower than the post-test's. This means the class taught using panel discussion was more advanced than the control group class.

### Statistical Analysis

In this research, the researcher uses a T-test to test the hypothesis. If the significance is higher than (0,05), the null hypothesis ( $H_0$ ) is accepted. If the significance is lower than (0,05), the null hypothesis ( $H_0$ ) is rejected. The result of the hypothesis testing can be seen below.



Table 4. T-Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	.005	.941	-6.686	68	.000	-12.571	1.880	-16.323	-8.820
	Equal variances not assumed			-6.686	67.890	.000	-12.571	1.880	-16.323	-8.820

Based on Table 4, the significance of the T-test result is (0,000), which means it is lower than (0,005). That means the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. Then, it can be concluded that the answer to the research question is there is a significant difference in students' speaking skills between students who were taught using a panel discussion and those who were not. In other words, the panel discussion significantly impacts students' speaking skills.

## Discussion

The findings show that the panel discussion significantly impacts students' speaking skills. Thus, the panel discussion can be an effective method for students to increase their speaking skills. Panel discussions can improve students' speaking skills because it helped them to create ideas, speak freely, and speak based on their knowledge.

The findings of this research indicate that the panel discussion method significantly enhances students' speaking skills. This result aligns with Safarnejad and Montashery (2020), who stated that the panel discussion was helpful and suggested implementing it in teaching speaking. There was also a statement from Hayati and Setiyawati (2020) that panel discussion can improve the students' speaking skills, which is also in line with this research statement. These parallels suggest a consistent benefit of the panel discussion method across different contexts and subject populations.

Joni (2019) stated that panel discussion can lead to significant improvement because students can give their answers based on what they know, what they explore, and what they have read. This statement, also in line with the panel discussion, can improve the students' speaking skills because they can create ideas, speak freely, and speak based on their knowledge above.

During the research, the researcher found that the students were motivated to contribute to the panel discussion. Also, the students are motivated to share their ideas and findings that will be used in the panel discussion. That finding aligns with (Nuryati, 2018), which stated that the student's motivation to speak and learn improved.

The students seemed to have a new environment while doing the research, especially when implementing panel discussions. They speak freely and confess what they have in their minds. Students can explore their opinions so that they can firmly stand. This statement is the same as Leh and Melincavage (2012), who stated that the panel discussion method can create

a dynamic and interactive learning environment. It also allows the students to explore and express their knowledge without distractions.

This study did not have much time to do more on the panel discussion. If the time were longer enough, the finding would be more comprehensive. So, future studies should take more time investigating the effectiveness of panel discussions on students' speaking skills. Also, future studies should explore the long-term effects of the panel discussion method on students' speaking skills and its impact on other language skills, such as listening, reading, and writing. It would be better to investigate the effect or use of panel discussion across different age groups and educational levels.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This research found that panel discussions significantly improved students' speaking skills. Panel discussions also help students improve their speaking skills. They can generate students' ideas, allow them to speak freely, and allow them to speak based on their knowledge. It can create an interactive and dynamic environment that allows students to explore their knowledge and speak without disruption. Based on the results of this research, panel discussions are an effective way to improve students' speaking skills.

### **Suggestion**

For future research, it is suggested that more of the scope sample be explored and that the research be longer than this one to get a more comprehensive result. In addition, more research must be done to advance the impact of the panel discussion on other English skills.

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