

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Seddik Ben Yahia, Jijel

Department of English



**The Students' Attitudes towards the influence of Classroom Discussion
on Improving Students' Speaking Skill**

**The Case of Master One Students of English, University of Mohamed
Seddik Ben Yahia-Jijel**

A Dissertation Submitted in Partial Fulfillment of the Requirement for Master Degree in
Didactics of English

Submitted by:

Imane Bouzeraib
Nada Boureghda

Supervised by:

Ilham Melit

Board of Examiners

Supervisor: Ilham Melit

University of Mohamed Seddik Ben Yhia-Jijel

Examiner: Mrs. Malika NOURI

University of Mohamed Seddik Ben Yahia-Jijel

Chairperson: Mrs. Zahia BOUCHAIR

University of Mohamed Seddik Ben Yahia-Jijel

Academic Year: 2019-202

Dedication

I would like to express my deep recognition to Allah for giving me enough strength and willingness to finish my work.

This humble work is dedicated to

To my supporting *father* and loving *mother*.

To my dear brothers *Omar, Saber*.

To my dear sisters *Fatiha, Ahlam, Warda* and *Saliha*.

To my dear friends whom I shared the university as well as the Campos life.

To all those who support and love me.

Jmene

Dedication

*I dedicate this modest work to my dear parents **Mokhtar** and **Salima**, and I thank them for their love, patience, generosity and total support, may Allah keep you.*

*To my dear sisters: **Abir**, **Maissa** and **Malak**,*

To all my close friends,

To all my family,

*Without forgetting my partner in this work: **Imene**.*

And finally, I am happy to express my great gratitude to all those who, from near or far, have contributed to my training and my moral and intellectual support.

Nada

Acknowledgements

First of all, we thank Almighty God, who gave us the will, the strength and the patience to do this modest work.

We are grateful to our supervisor, **Miss Melit** who accepted to supervise us, despite the exceptional circumstances we all been through.

We also like to extend our thanks to the members of the jury including Mrs. Malika NOURI and Mrs. Zahia BOUCHAIR for accepting to examine and evaluate our dissertation.

We are greatly thankful to Master one students at the department of English Language at the University of Mohammad Seddik Ben Yahia, Jijel who helped us to complete our research.

Abstract

The need for using discussion in second and foreign language classroom is growing bigger. Today, many researchers are turning to discussion as a helpful and reliable teaching strategy in order to develop language skills and construct more knowledge. The purpose of this study was to explore the influence of classroom discussion on the improvement of student's speaking skill. The study was conducted with master one students in the department of English at Mohammed Seddik Ben Yahia University. The hypothesis set for this study was that discussion play a role in improving student's speaking skill. Also, whether speaking activities can lead to the development of proficiency in speaking skill. The data were gathered via an online focus group discussion. It was directed to six master one students at the department of English. The data analysis revealed that classroom discussion is positively involved in the improvement of speaking skill. Furthermore, there is a great importance for using discussion in classroom. Finally, there is a positive correlation between speaking activities and the development of proficiency in speaking skill.

Key words : classroom discussion, speaking skill, online focus group discussion.

List of Abbreviations

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

ESP: English for Specific Purposes.

FL: Foreign Language

FLL: Foreign Language Learning.

Q: Question.

List of Tables

Table 1: Participants' impressions (1st session).....	39
Table 2: The importance of discussion in EFL classrooms (2 nd session).....	41
Table 3: The benefits of discussion (2 nd session).....	41
Table 4: The effect of discussion in creating comfortable environment (2 nd session).....	42
Table 5: Participants' order of factors according to their importance (2 nd session).....	43
Table 6: Participants turning point in their level (last session).....	47

Table of Contents

Dedication.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of content.....	VII
Introduction.....	1
1. Background of the study.....	1
2. Statement of the Problem.....	3
3. Research Questions.....	4
4. Hypothesis of the Study.....	4
5. Aim of the Study.....	4
6. Methodology of the Research.....	4
7. Structure of the Study.....	4
Chapter One: Classroom Discussion.....	6
Introduction.....	6
1. Communicative Approach	6
1.1. Communicative Competence.....	7
1.2. Classroom Discussion	8
1.3. The importance of Classroom Discussion.....	9

1.4. The benefits of Teacher Led Discussion.....	10
1.5. Factors influencing participation in Classroom Discussion.....	11
1.5.1. Class size.....	11
1.5.2. Seating arrangement.....	12
1.5.3. Students' Diversity.....	12
1.5.4. Lesson Objectives.....	12
1.5.5. Interest level of students.....	13
1.6. Types of Classroom Discussion.....	13
1.6.1. Cooperative Learning Discussion.....	13
1.6.2. Issued-oriented Discussion.....	14
1.6.3. Subject Mastery Discussion.....	15
1.7. What is Active Learning and why it is important.....	15
1.8. Discussion Techniques for promoting active learning.....	17
1.9. Role of feedback.....	18
1.10. The Teacher Roles and Responsibilities.....	19
Conclusion.....	20
Chapter Two: Speaking Comprehension.....	22
Introduction.....	22
2.1. Definition of Speaking.....	22
2.2. The Importance of Speaking.....	23
2.3. Characteristics of Speaking Performance.....	24
2.3.1. Fluency.....	24
2.3.2. Accuracy.....	25
2.3.3. Pronunciation.....	26
2.3.4. Vocabulary.....	26

2.3.5. Grammar.....	27
2.4. Types of Speaking Activities.....	27
2.4.1. Imitative.....	27
2.4.2. Intensive.....	28
2.4.3. Responsive.....	28
2.4.4. Interactive.....	28
2.4.5. Extensive (monologue).....	29
2.5. Purpose of Speaking.....	29
2.6. Speaking Problems.....	31
2.6.1. Inhibition.....	31
2.6.2. Nothing to Say.....	31
2.6.3. Low Uneven Participation.....	32
2.6.4. The Mother-Tongue.....	32
2.7. Classroom Speaking Activities.....	32
2.7.1. Acting from a Script.....	32
2.7.2. Communication Games.....	33
2.7.3. Discussion.....	33
2.7.4. Prepared Talks	33
2.7.5. Questionnaires.....	33
2.7.6. Simulation and role plays.....	34
Conclusion.....	34
Chapter Three: Methodology and Data Analysis and Data Interpretation.....	35
Introduction.....	35
Section One: Methodology.....	35
3.1.1. Research Paradigm.....	35

3.1.2. Setting.....	36
3.1.3. Population and Sampling.....	36
3.1.4. Research Design.....	37
3.1.4.1. Data Gathering Instruments.....	37
3.1.4.2. Description of Online Discussion.....	37
3.1.4.3. Administration of Online Discussion.....	39
Section Two: Data Analysis.....	39
3.2.1. Analysis of session one.....	39
3.2.2. Analysis of session two: Classroom Discussion.....	41
3.2.3. Analysis of session three: Speaking Skill.....	45
Section Three: Discussion of the Results.....	47
3.3. Limitations of the Study.....	48
3.4. Pedagogical Recommendations for Future Research.....	49
Conclusion.....	50
General Conclusion.....	51
References.....	53
Appendix	
Résumé	
ملخص الدراسة	

Introduction

In this globalizing world, speaking English has become a priority for many people and receives more attention due to its importance in daily life. Consequently, learning of English speaking skill is a priority for lot of English as a foreign language /second language learners. Ur (2002) claims that " all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who knows a Language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing" (p.12). Speaking is not an easy task because speakers should be aware of various significant components like pronunciation, grammar, vocabulary, fluency and comprehension. Thus, classroom discussion is a useful educational technique to encourage learning this skill. Discussion is one of the best ways of presenting speech and it is an interesting form of oral practice in classroom. Discussion is an exchange of ideas, opinions, arguments and points of views on a class either with the teacher or among the learners themselves. It can be said that this technique is student-directed and teacher guided discussion (Hill and Ruptic1949; Byrne 1979 as cited in Boussiada, 2010 p 22). Harmer (1995) stated that "it can provide some enjoyable and productive form of productive speaking in language classroom."(p. 46). Therefore, many studies have placed much emphasis on the impact of this technique. The current piece of study intend to investigate how effective are classroom discussions on improving students comprehension and speaking skill.

1. Background of the Study

Classroom discussion has been measured in a variety of ways in the research literature, depending on the theoretical interests and research questions pursued by the researchers. Some studies are theoretical while some are observational analyses with the guidance of hypotheses. Many researchers call for a greater use of discussion to support other practices in

classroom. Reda (2009) in his study about the importance of discussion argue that the value of speaking and silence vary among students in culture of American higher education, when students communicate verbally with the material, instructor and their peers they are most likely to take part in the discussion and firstly learn and develop the process of thinking.

In two national surveys, Umbach and Wawrazynski (2005) discovered that the process of learning is better when students participate actively in the discussion rather than only listening. Kuh et al. (2005) also stress the importance of students' participation in a discussion both inside and outside the classroom, as a mean for improving the skills of thinking needed in order to find more solutions to practical problems. In a study that relied on an experimental design in two zoology courses with pre and post test assessments, Bodensteiner (2012) finds that using discussion in courses help students to learn and maintain the information for a long period as well as gain more confidence in themselves and their answers better than students who obtain the information by instructions. Mustapha (2010) conducted an interview with 120 students, 84 of whom were international students. His interest was to know whether students from different parts of the world show different behaviors concerning participation in a discussion. He finds that the African students are the most active in class with a high performing level than the Middle East or Asia. Mustapha (2010) explained that this gap between their levels is a result of the African students' proficiency and good level of English language. On the other hand, students from China reported a weak level of participation in class due to silence in class. In an observational study comparing high-and low- achieving middle and high school in 25 schools across four states over two years, Langer (2001) found that schools applying discussion have higher achievements in tests than schools with lower performance. Similarly, in an observational study of three classrooms. Cazden and Beck (2003) demonstrated that student's explanations usually differ according to the number of times the teachers ask his students to provide a justification to their answers. Also, when the

students are using discussion, they realize how new ways to solve problems and can make use of their classmates reasoning skills. All those researchers' studies highlighted the influence and importance of classroom discussion on improving many skills like reasoning skills, speaking skills, and understanding relying on a variety of research designs. Likewise, the present study is conducted to explore the importance of using classroom discussion on improving student's speaking skill following a qualitative measure to test our hypotheses.

The conclusion drawn from the above studies makes the significance of this study clear. The literature pointed to the importance of discussion in educational in general. Therefore, the current study tends to fill the gap in the literature, which is concerned mainly with the improvement of speaking skill through the implementation of classroom discussion.

2. Statement of the Problem

Classroom discussions play an important role in increasing comprehension and help student improve their oral proficiency as well as master speaking skill .Liu and Jackson (2009), claimed that the more proficient in English the students were, the more willing they were to participate in speech communication and the more positive they were about it ".unfortunately. Many students in university of Mohammed Seddik Ben Yahia are struggling with speaking and participation inside classroom. As there are few opportunities to practice English in realistic situations .Many students are still defined themselves as incompetent and finding speaking skill difficult to master .This is maybe of the speaking skill itself ,as it is the most complex and challenging skill of the four language skills ,listening, reading ,and writing. Consequently, the problem we are investigating within this research is the relationship between classroom discussions and speaking skill or does classroom discussions lead to the improvement of student's speaking skill during literary sessions.

3. Research Questions

- What is the importance of using discussion as a teaching technique?
- What are the speaking skill problems encountered by the EFL second year language students?
- Do classroom discussions have a role on improving student's speaking skill?

4. Hypothesis of the Study

On the basis of the previous asked questions the following hypothesis can be formulated: if the students are given the opportunities for discussions inside the classroom, their speaking skill will improve.

5. Aim of the Study

The present study examines the aim of classroom discussions on improving student's speaking skill as well as to shed light on the problems faced by the students during the process of learning speaking skills.

6. Methodology of the Study

In order to realize the aim of this study, the online discussion was conducted by 1st Master students at the Department of English at the University of Mohammed Seddik Ben Yahia. Furthermore, in order to test the hypothesis, an online discussion is set. Session one aimed to get general information about the chosen sample. For session two, the purpose was to investigate student's experience of classroom discussion. In this session, the main focus was on the importance of discussion, the benefits also and the factors influencing their participation in classroom. The objective of last session was to discover the student's knowledge about speaking skill.

7. The Structure of the Study

The current research is divided into three main chapters: the first two chapters comprise a review of the literature whereas the third chapter is devoted to the field of investigation. The

first chapter is an overview about classroom discussion. The second chapter is involved with speaking; it spots the light on the important elements of speaking skill. It deals with the importance of speaking, its types, and the characteristics of speaking performance as well as students 'speaking difficulties faced in classroom. Ultimately, the last chapter deals with the practical framework and devoted to the field of investigation. It draws the population and instruments used in the study. At last, it outlines the main findings of the research, limitations of the study and some pedagogical recommendations that suggested.

Chapter One

Classroom Discussion

Introduction

In the field of second language acquisition, classroom discussion has been considered significant. In order for the learners to talk freely in English, they need to think out some problems or situation together through verbal interchange of ideas; or in simpler terms, to discuss. Discussion is a unique form of classroom talk which serves several educational purposes in general and improves language skills in particular. In this chapter, we shall deal with the notion of classroom discussion, starting with an overview about communicative language teaching (CLT) theory, and then we highlight the importance, the benefits, and the types of classroom discussion as well as factors influencing participation. Finally, we mention the responsibility of the teacher in the classroom.

1. The Communicative Approach

Communication is a vital need for human beings. The main aim of English language teaching is to give learners the ability to use language effectively in communication. The communicative language teaching is an appropriate approach for achieving this aim. The communicative approach or (CLT) was first proposed in 1970s in England as a methodology of teaching English as a second language. According to Littlewood (1981), the underlying concept of this approach is that language carries not only functional meaning; it carries social meaning as well. Thus, it is not only important to learn the linguistic forms but also to understand their communicative functions. Harmer (2001, p70) explains that this approach is related mainly to the idea that “Language learning will take care of itself.” He further points out that CLT is simply a generalized umbrella term to describe learning sequences which aims

to improve the students' ability to communicate in contrast to teaching which aims more at learning bits of language because they exist without focus on communication (2007, p70). CLT appeared to complete the serious inefficiencies in promoting the grammatical and particularly the student's speaking skill in second and foreign language teaching. Such situation boils down to mean that there was a serious need for placing an essential emphasis on communication in language learning classrooms. Today, it is considered as an approach rather than a method to teaching based on the idea that language learning means learning how to use the language to achieve a better communication outside the classroom (Lindsay and Night, 2006).

1.1. Communicative Competence

Communicative competence was coined by Dell Hymes (1972), a sociolinguist who had reacted to Chomsky's notion of linguistic competence. He distinguishes between the term performance and competence. In his view, competence refers to "the speaker-hearer's knowledge of his language while performance refers to the actual use of language in concrete situations". Canale and Swain (1980) suggested four components of communicative competence: Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to the knowledge of the sentence structure of a language. Sociolinguistic competence deals with the ability to use language appropriate to a given context, taking into consideration the roles of the participants, the setting, and the purpose of interaction. Discourse competence refers to the ability to recognize different patterns of discourse, to connect sentences or utterances to an overall theme or topic, the ability to infer the meaning of large units of spoken or written texts. Strategic competence refers to the ability to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rules of limiting factors in their application such as fatigue, distraction, or

inattention. Savignon (1984, p. 249) believes that the goal of any language teaching program needs to be the development of the communicative competence of learners; the expression, the interpretation, and negotiation of meaning.

1.2. Classroom Discussion

Merriam Webster Dictionary of English defines the verb “to discuss” as to talk about or investigate with reasoning and argument. The Cambridge Academic Content Dictionary defines the noun discussion as the act of talking about something with other people and telling them your ideas or opinions, while the Oxford Advanced Learner’s Dictionary defines Discussion as a detailed conversation about something that is considered to be important. According to Wilen and White (1990) discussion is described as an organized oral exchange among speakers with the aim of presenting, scanning, comparing and grasping alike and dissimilar thoughts concerning a given problem.(para. 5). Dillon (1984) states that the word discussion refers to open-ended classroom interaction. Gall and Gall (1976) define discussion as a teaching technique in which a group of individuals, functioning as instructor and participant, join at a specific time and place, to interact and share ideas, using speaking, nonverbal and listening processes, so as to accomplish learning goals. Moreover, Shaughnessy and Forzani (2012) add that classroom discussion is an ongoing exchange between and among teachers and their students as a means to improve students’ abilities, skills and extend their understanding.(as cited in Destiana 2019).

High quality Classroom discussions are similar to conversations. They involve exploratory and meaningful interactions and students’ talk is more likely to be a conversation rather than recitation. The contribution of both the student and the teacher is needed to shape the course. That’s to say, the students and the teacher together exchange the answers and questions after listening to each other because the course rely on not only on the teacher’

instructions, but also the students' participation (Nystrand, Gamoran, Kachur, & Prendergast, 1996, p. 18)

Classroom discussion serves many educational purposes because it is a remarkable used form of communication inside the class and a distinguished group dynamic. Discussion necessitates both teacher and student to interact reciprocally at an intellectual and inspiring level as well as the subject under discussion (Dillon 1994, p.7).

1.3. The Importance of Classroom Discussion

The value of classroom discussion has been a controversial subject for many educators some teachers consider discussion as a substantial method for improving the process of learning and teaching while some others feel that it does not work in a classroom setting. Svinicki and McKeachie (2010) suggest that classroom discussion is an effective method for encouraging student participation and inspiration to learn more outside the classroom. King (1994, p, 174) asserts that classroom discussion is "better than lectures in regards to increasing higher-level cognitive skills (e.g., critical thinking) and changing their behaviors about the course topics." The classroom discussion offers the students the chance to build and improve themselves. That is to say, many students may have had poor communication with different people before starting the university. The classroom then, paves the way for students and moderators' equivalent to explore the divergent experiences of their students, as they also learn to value and embrace diversity (Herring, 2009). Goldsmid and Wilson (1980) hold that classroom discussion encourages students to involve actively in the learning process, as well as make it easier for teachers to evaluate their learning. Murray and Lang (1997) in their study of students in psychology course found that students who usually took part in classroom discussion score better marks on the exam and the result of learning can be better when topics are taught relying on active participation instead of lecture. Furthermore, Bodensteiner (2012)

adds that applying discussion during the course enable the student to learn and store information more effectively, and be personally satisfied with their answers, than students that rely on content-only instruction.

1.4. The Benefits of Teacher Led Discussion

Many teachers prefer to use discussion in classes regardless of being a very time consuming method in order to improve the learning process and bring about positive outcomes on the students performance. Many researchers investigated the relationship between discussion and development of critical thinking skills, and self-esteem.

Critical thinking skills were defined by Larson (2002) as the ability of students to understand, evaluate, and manipulate information. According to Willen (2004), a teacher led discussion is not an exchange between teacher asking questions and the learner answering them, but rather it is a means for student to explore new ideas, develop critical thinking skills, and interact about social issues. Gall, Chilcoat and Ligon (2001), Willen and Gambrell (2004) similarly argue that discussion is beneficial for promoting and enhancing a higher order of critical thinking in student and engage them in learning (as cited in Larson 2000).

Gall (1985) adds that the teacher led discussion significantly contributes in achieving a higher level of critical thinking and improve student's behaviors and raise their potential for moral reasoning. Eagle and Ochoa (1988) agree that the teacher led discussion should require students to develop an opinion or idea, be able to support their beliefs with evidence, and where both the students' and teachers' ideas are open to criticism. They further conclude that discussion engage students in developing new ideas based on the questions posed by the teacher with the goal of compelling them to use critical thinking skills. (as cited in Larson 2001).

Chilcoat and Igon (2001) claim that teacher led discussions can result in an increase in students self esteem. In addition, teacher led discussion should create a comfortable or safe environment inside the classroom. Sidelinger and Booth Butterfield (2010) assert that it is the teacher duty to first create a comfortable environment by creating opportunities for student-to-student to be united and closed only then, their participation will increase. They further point out that when student to student connectedness is positive, they will be more involved regardless of any factor influencing their participation. Therefore, teacher need to bring student closer by giving them group work and collaborative tasks and allow them to share their homework with a classmate or a small group.

1.5. Factors Influencing Participation in Class Discussion

A variety of factors influencing classroom discussion includes class size, seating arrangements, lesson objectives, student diversity, and students' level of interest.... Each of these factors can influence the amount of discussion as well as the percentage of students' participation.

1.5.1. Class size: It represents the number of students enrolled in a given course. It is one of the common challenging factors in class participation. Clegg (2002) claims that the size of class should be taken into consideration before initiating any discussion. Class discussions can take place with any number of students; however, they may take more skill and preparation to use in larger classes. Therefore, the smaller the class size, the more successful the discussion will be. Weimer (1987) adds that large class size may restrict the use of certain active learning activities (e.g., it is difficult to engage all students in a discussion in groups larger than 40.) But obviously not all and this can be done by dividing those large groups into small groups using discussion activities.

1.5.2. Seating arrangement: The arrangement of seating in class plays an important role in student's participation. Steinzer (1950) finds that a circular arrangement where students are seated in a circle can increase the number of participants. Unlike, the traditional arrangement where students are seated in a row and this can influence the participation negatively. He further explains that a member of group is more likely to interact with his peers if he/she has a clear view of them as well as able to hear them. Students can dominate the discussion or the talk if they were seating in the front-third of the class.

1.5.3 Student diversity: students in the classroom are not identical; they come together each class period with differences in cultural backgrounds, ethnicity, gender, race, learning styles, and ability. McKeachie (2002) claims that effective discussion will result in conflicts among students. The teacher should support constructive conflicts so as to encourage student to learn more. In order to enhance the knowledge of students, the teacher should address and sort out those conflicts by many ways including using the board to write arguments and provide each time to think, present repetition and help spread emotions. When the conflicts are unsolved, the teacher uses them with assignment, like asking the group to further debate the issue. But the teacher begins to dominate the interactions, when the conflicts are a result of different values by raising awareness about the diverse cultural norms in the class.

1.5.4. Lesson objectives: another factor to consider when deciding whether to use class discussion or not is the objective of the course. For Clegg (2002), discussions are time consuming method related to other methods like lecture or recitation, so when the objective of the lesson emphasizes covering only the material, discussion in this case may not be the perfect choice; if the objective is exposing the students to different opinions, evaluate ideas, and brings about changes in attitude and behaviors, and improving the skills of listening, or memorizing information, here discussion can serve as a helpful teaching strategy.

1.5.5. Interest level of students: Students need to know more about the topic as well as be interested in it in order to participate in a discussion. Teachers will not rely on discussion if their students are not interested. Students are not likely to contribute in a discussion because they have never been in one before and this will eventually result in losing interest about the discussion. The teacher should help the student overcome that obstacle and draw their attention to the importance of the discussion method by preparing them for the topic and providing written material for the student to read, assigning a worksheet before the day of discussion so, they may be more willing to participate. Also, by asking them questions at the beginning of the class and allocating few minutes for them to answer the questions. Then, the teacher asks them to share their answer with the one sitting next to them and finally share the answer with the whole class (McKeackie, 2002).

1.6. Types of Classroom Discussion

There are a lot of discussion types in foreign language classrooms. Among those types three discussion methods are commonly used by the teachers to achieve a variety of instructional objectives which are cooperative learning discussion, issues-oriented discussion, subject mastery discussion. The role of the teacher seems to differ substantially in the three types.

1.6.1. Cooperative Learning Discussion

According to researchers (Johnson, Johnson, Holubec, & Roy, 1984) discussion that takes place in cooperative learning groups result in building sense of discovery as well as improving the quality of cognitive strategies for learning better than individual learning situations that rely on competition or individual work (p. 15).

Johnson (1984) states that the discussion among students in cooperative learning can be an effective way for promoting information that rely on oral repetition; expressing new ideas,

explaining, combining and providing justification. Moreover, during the process of oral rehearsal, the information is stored easily in the memory and can be preserved on the long-term, and can bring about good achievement (p. 15-16). Thanks to cooperative learning several educational objectives can be promoted and enhanced such as academic achievements, attitudes can be positively changed toward the subject under discussion, prompt for further motivation to know the subject more, increase the self esteem, and encourage collaborative work (Johnson et al, 1984).

1.6.2. Issued-oriented Discussion

Gall and Gall (1980) identified some objectives of issues-oriented discussion

The basic purpose of this type of discussion is to increase students' awareness of their own opinions and the opinions of others. Other purposes are to help students analyze and evaluate opinions, and to modify their own opinion in a way consistent with their analysis and evaluation. Some students use issues-oriented discussion to help their student reach a Consensus opinion about an issue (p. 99).

Gall and Gall argue that the teacher as a moderator guides the discussion, but does not interfere or give his point of view. They also state that the teacher can change his role into a resource expert or observer when he divides the students into small groups and provides a student moderator for each group. In issued-oriented discussions, the issue is introduced at the beginning of the discussion, using temporary arguments during the discussion to break dead ends, and summarizing the main points of discussion at the end of the discussion.

1.6.3. Subject Mastery Discussion

Subject mastery discussion are characterized by the teacher asking questions about the comprehension, analysis, application, synthesis, and evaluation levels of taxonomy of cognitive objectives. Hill (1969) states that in order to master the subject matter, the students are supposed to read an assigned text and the teacher conducts a discussion that covers a variety of topics. Those topics include:

1. Defining the terms on concepts.
2. The message of the author.
3. Major themes and subtopics.
4. What the author think about each theme and subtopic.
5. Relationship of the material to previous knowledge.
6. The application of the material.
7. Evaluation of group and individual performance during the discussion

1.7. Discussion as a Form of Active Learning

One of the most common problems for the Algerian student is the ability to use English communicatively and accurately because of lack of practicing English language in their daily life. So, English has been used in Algerian universities for many years with insufficient result. Many researchers suggest shifting the learning process from teacher-centered learning to student-centered learning.

Cannon (2000) claims that student-centered learning is a way of thinking about learning and teaching that show student responsibility for such activities as planning learning and interacting with other students and the teacher.

Bonwell and Eison (1991) agree that active learning is a student-centered instruction. It is a method that focuses on making the student a part of the learning process. It involves the

student in performing things and thinking about them. Consequently, the students can think, behave and write better. Adler (1982, p. 50,51) claims that “All genuine learning is active, not passive. It is a process of discovery in which the student is the dominant, not the teacher.” Many theories explain the superiority of active learning to passive learning. For example, the constructivist theory of learning reports that individuals uniquely build knowledge for themselves, primarily through synthesis of new information with information previously learned and reflecting on their experiences (King, 1993). Chickering and Gamson (1987, p. 70), however, suggest that learning is not a spectator sport. Students do not learn by sitting in the class listening to teacher and spitting out answers, they must talk about what they are learning, read about it as well as write about it, find solutions for the problems and apply it to their daily life. They must make what they learn a part of their lives.

Discussion in class is one of the samples of student-centered learning and a form of active learning. According to Thomas (1972) the amount of information retained by students’ declines substantially after ten minutes and in a research comparing lecture versus discussion techniques was summarized in the report of teaching and learning in the classroom by McKeachie, et. al (1986) The review concludes that “in those experiments involving measures of retention of information after the end of a course, measures of problem solving, thinking, attitude change, or motivation toward further learning. The result tends to show differences favoring discussion methods over lecture.”(p .124)

According to Christensen, discussion is especially effective “when educational objectives focus on qualities of mind (curiosity, judgment, wisdom), qualities of person (character, sensitivity, integrity, responsibility), and the ability to apply general concepts and knowledge to specific situations” (1987, p. 3). In other words, discussion can have positive results if the objectives are related to qualities of mind and our qualities because our

experiences and capabilities are determined by them. He further claims that “discussion puts the students in an active learning mode, challenges them to be highly responsible for acknowledging their own education, and gives them first-hand recognition of, and experience with, putting what they already know into practice.”

1.8. Discussion Techniques for Promoting Active Learning

There are different types of discussion techniques that teacher relies on to make the learning active. These techniques are introduced in order to improve the students’ ability to speak, deeply understand the subject matter, master the language, interacting with others easily, thinking critically, and enhancing their decision making skills.

- Think-pair-share: it allows the student the time to organize information and articulate thoughts. The student think about a question posed by the teacher and then discuss it with a peer or partner before sharing their ideas with a large group or the whole class (Millis, 1998, pp. 72-78).
- Role play: role plays based on a scenario, they can be spontaneous events or a set up production prepared by the students in advance. They allow the student to put into practice what they have learned, be aware of their feelings and the feelings of others, encourage group work, generate enthusiasm and interest (Bonwell & Eison, 1991).
- Simulations: they are similar to role plays but they require more class time and can take several hours or even days to be accomplished. Usually intend to model some real life problems (Bonwell & Eison, 1991).
- Case studies: case studies are listed among the most important methods for involving student in problem solving tasks and group work. All the participants are given a case study on a sheet of paper and some time is provided allowing them to think and take notes. Each member in the group can start talking about the topic without any

interaction. They include many fields such as law, business, and mostly writing (Bean, 1996).

- Believing and doubting: student in small groups should provide reasons for arguments supporting or doubting a controversial statement given by the teacher and discuss different points of views (Bean, 1996, p. 157).
- Debate: students usually two discuss a given topic one should be with and the other participant against. They should stick to the same side till the end of the debate. They can extend their ideas and point of view depending on the given time (Shmuck and Shmuck, 1978).

1.9. The Role of Feedback

Feedback is one of the most beneficial aspects of learning. Feedback is the information that a learner receives about their language learning and more precisely refers to the information about their language production such as speaking and writing. It can also take into account reading, listening, and attitudes and so on. Mistakes should be corrected in order to help students produce the target language accurately.

There are two types of feedback explicit and implicit. According to Carroll and Swain (1993), explicit feedback refers to the met linguistic correction because the teacher corrects the linguistic errors of the learner. Since explicit feedback relies on met linguistic explanation, the students who are weak at grammar may not be able to grasp this kind of feedback. Explicit feedback relies on explicit supply of the correct form and includes grammatical information that the learner can refer to when there is an error in the answer. For example, the student may commit an error by saying "she go to school", here explicit feedback would be explaining to the learner that in English, the third person singular regular verbs require to add an -s, and when there is a verb ending in a vowel, it's an -es.

On the other hand, implicit feedback includes correcting the error without indicating or pointing to its source. A teacher may ask a question to see if the learner is sure of his answer. To sum up, feedback plays an important role in English classroom as well as on students' achievements. The negative feedback may affect the students' performance badly so the teacher must be careful and selective when giving feedback.

1.10. The Teacher Roles and Responsibilities

As a discussion leader, the teacher has a number of specific concerns, including getting it started, keeping it going, and making sure that content material is learned. The teacher is rarely an equal participant in the discussions, and has special responsibilities throughout the course of discussion. He has several crucial roles in the classroom. According to J. Harmer (2003) she/he can be a controller, an organizer, an assessor, a prompter, a participant and resource.

Controller: teachers as controllers are responsible of the class and of the tasks happening in groups. This control is not considered the highly beneficial role to be applied by the teacher this role is useful during the beginning of the lesson and when teaching activities take place from the front of the classroom. At the practice stage and especially during the lesson this control should be decreased.

Organizer: organizing students to perform different activities is one of the most important roles that teachers have. It includes providing the students with information, defining the patterns of work in the classroom and organizing the materials of teaching.

Assessor: a great deal of a teacher's job is to assess the students' work, to see how well they are performing and how well they have performed. The different types of error correction must be distinguished. The teacher should correct each student error or mistake. A distinction between two kinds of feedback should be made. Content feedback concerns

an assessment of how well the students performed the activity as an activity rather than as a language exercise. Form feedback, on the other hand tells students how well they performed in terms of the accurate use of language. Content feedback should usually come first and the teacher must decide when to use form feedback in the right time and situation. The teacher should be sensitive and careful with his/her students in his/her role as an assessor and to start assessment always with the positive feedback.

Prompter: in this role the teacher needs to stimulate students to participate in a role play activity or propose some advice concerning students' performance. His role as a prompter must be done with sensitivity because if the teacher is not gentle, she/he will dominate the discussion and he will make the students careless and inactive.

Participant: teachers should not hesitate to engage in specific activities as a partner but she/he should not join pair-work or group work so as not to influence his role as a monitor or other important roles. Dillon (1994) writes "it is the students who discuss. Accordingly the teachers' actions must be those that assist the students to discuss."

Resource: Previously, the teacher used to be the only trusted source of information. Nowadays, Students have an access to the internet and other important sources so teachers can add only some pieces of information to the ones already collected. Teachers are supposed to organize and coordinate the process of acquisition, to act as a stimulator. (Harmer 2003, p. 56-53).

Conclusion

To sum up, discussion is a substantial part of communication as well as language teaching. It has a great importance and advantages for the learner. In addition, discussion types can positively improve class discussion by achieving a variety of instructional objectives. Also, the teacher has a lot of responsibilities as a discussion leader he must

guide the student through the progress of the discussion without interfering by allowing the student to take over the discussion and focus rather on his roles.

Chapter Two

Speaking Comprehension

Introduction

This chapter deals with the concept of speaking that later on shed lights on its essential elements. At first, it shows the eminent definitions of speaking followed by the importance and the characteristics of speaking performance. Some related issues will be addressed as purpose of speaking moving to the types of speaking. Also, it deals with the main problems students face in classroom and to end the chapter with the classroom speaking activities.

2.1. Definition of Speaking

Speaking is one of the used skills in language learning and a means of effective communication (as cited in Alleman et al., 2013, n.p). It is very important in the learning process, because it is used in the learner's language development. Speaking is the elementary mode in which learners acquire language. It comprises the extent of most people's daily connection with linguistic activity. Also, it is the incipient motor of language change (Hughes, 2008, p. 144) (as cited in Aziza, 2017). It means that speaking is an important skill to help the students in acquiring English as foreign language. They can improve their ability by speaking to another person in transferring information or sharing ideas. It is considered as the activity of producing sounds or words by which we interact with other people.

Speaking as a cryptographic process wherein we communicate our thoughts, and feelings verbally. In other words, we generate thoughts, ideas, and feelings of wanting to share, influence, or interact with others. So here, the speaking involves the speaker who sets forth a message with a verbal (word or sentence) code that has a content structure and a listener (Harris, 1974, para .1) (as cited in Rusman, 2013).

According to Chaney (1998): “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching” (p. 3). It means students should be able to communicate with the others to get or to share information and/or to express what they feel (as cited in Andari, 2012).

2.2. The Importance of Speaking

Speaking, as Karen (1994) defines it, it is an expressive language skill in which the speaker uses verbal symbols to communicate. The traditional approaches of language learning and teaching, like the grammar Translation Method, fail to properly care for the speaking skill in the majority of classrooms where the emphasis was mainly on reading and writing.

The importance of speaking skills hence, is enormous for the learners of any language. It promotes communicative efficiency; teachers want students to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning. Widdowson (1990) claims that “learning just the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL. Rules and isolated terms that are learned are not what learners need outside the classroom”(p. 27).

Effective teaching that promotes learners’ active engagement and the development of speaking skill is being a challenge to teachers of English as a foreign language. That is , being capable to communicate orally with each other , using effectively the target language , is nowadays of the utmost importance , up to the point where learners who are not able to be fluent in using a foreign language cannot be considered effective language users.

Celce-Murci (2001) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (p. 103).

With speaking, learners can influence their listeners; it is a means of expressing and showing social positions and moving the solidarity of societies as well. Hence, speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign languages have more opportunities to get jobs and , is also the skill whereby people be friends or separate others ; Baker and Westrup (2003) support that " a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion "(p. 5). (as cited in Kaddour, 2016)

2.3. Characteristics of Speaking Performance

Andryani (2012) describes "speaking skill as the ability to speak the target language to communicate with others and it consists of many sub-skills such as: accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility" (p. 2). In the communicative approach, fluency and accuracy are major characteristics, and they are seen as complementary in accomplishing a particular task (as cited in Omari, 2015).

Based on the explanation of some experts about the speaking skill, the researcher can explain the component of speaking in each theory as follows: There are four aspects below that have a great influence in speaking skill as Hormaililis says (2003: 6) (as cited in Harahap et al., 2015, p. 2).

2.3.1. Fluency

Fluency is defined as the ability to speak or write quickly or easily in a specific language. And according to the Oxford English dictionary, it comes from the Latin word *fluentem*

meaning “to flow.” Thornbury, (2005) argues that speed and pause are important factors in fluency, because speakers need to take breath. Thus, foreign language learners refer to fluency as the ability to speak fast and in a rapid speech. Pausing is a necessity according to Thornbury. In addition, those native speakers also pause from time to time to make the interlocutors grasp what they said. However, if foreign language learners face difficulties in speaking at the same rate, he suggests what is called “production strategies,” which is the ability to fill the pauses. The most common pauses fillers are “uh” and “um,” vagueness expressions such as “to sum up” and “I mean” (as cited in Omari, 2015, p. 25).

Therefore, it is important to have fluency as having the skill of other components of speaking. Longman (2003) states that “the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation” (p. 17) (as cited in Harahap et al., 2015, p. 2). To attain fluency, teachers must then train learners to freely use their own language to express their ideas and then avoid imitating a model of some type (Hughes, 2002, p.113) (as cited in Omar, 2015).

2.3.2. Accuracy

Accuracy indicates the use of correct shapes as words. It does contain errors that affect the phonemic, syntactic, semantic, or discourse characteristics of the language (Bryne, 1988, para. 16). Accuracy refers to the speaker's ability to produce grammatically correct sentences.

Skehan (1996) Ellis and Barkhuizen (2005) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language”. Therefore, learners should focus on a number of tools in their production of the spoken language, mainly, the grammatical structure, and vocabulary and apply them in oral interactions.

Accuracy refers to the correctness of the language being produced. Hence, learners should have a wide range of grammatical structures. Learners should also be able to form complex structures and sentences as well as long, accurate sentences. Attention to the correctness and completeness of the language form is of greater importance for oral language proficiency (as cited in Omari, 2015, p. 27).

2.3.3. Pronunciation

Pronunciation is the production of speech sound and it is very important for communication (as cited in Harahap et al., 2015, p. 2). It is a critical sub-speaking skill and the starting point for any verbal interaction because the success of any communication process is closely related to mastery of the sound system. The way of speaking the language is called pronunciation. It is the way for learners to produce clearer language when they speak (as cited in Omari, 2015, p. 29).

It is necessary that you use the correct word in the correct situation and within the context. Pronunciation means saying words in ways that are generally accepted or understood (Redmond and Vrchota, 2007, p. 104) (as cited in Omari, 2015).

Pronunciation with the phonemic process that refers to the grammar component of the elements and principles that determine how sounds and their pattern differ in language. There are two types of pronunciations; Phonetics and Supra segmental features. A speaker who constantly mispronounces a group of phonemes can be extremely difficult for a speaker from another language community to understand (as cited in Omari, 2015, p. 29).

2.3.4. Vocabulary

Vocabulary is defined as the total number of words in a language, the words a person knows and a list of words with their meanings (Hornby, 1984, p. 461). Laflamme (1997 in

Brynildssen, 2000) offers several key principles that should guide the creation and implementation of a comprehensive vocabulary development for foreign language learners (as cited in Omari, 2015). One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary (as cited in Mufidah, 2017, p. 15).

2.3.5. Grammar

Fromkin and Rodman (2014) say that “Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence” (p. 14) (as cited in Mudfish, 2017). On the other hand, Warriner (2003) believes that “communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible” (p. 6) (as cited in Harahap et al., 2015). Speakers need to arrange the correct sentence in conversation. They must be able to manipulate and distinguish appropriate speakers. The benefit of grammar is also in learning the correct way to gain experience with language both orally and in writing (as cited in Mudifah, 2017, p. 15).

2.4. Types of Speaking Activities

Although dialogues and conversations are the most straightforward speaking activities and most used in language classes, the teacher can choose activities from a variety of tasks (as cited in Hossain, 2015). Brown, (1994, 141- 142) cites five categories of speaking activities such as: (as cited in Devi, 2015).

2.4.1. Imitative

The first type is imitative. It refers to the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a

number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance (as cited in Devi, 2015, np). It focuses on some particular elements of language forms (as cited in Rianingsih, 2015, p. 12). The main focus here is on pronunciation (as cited in Rianingsih, 2015, p. 12). We are only interested in what is traditionally called "pronunciation," and there are no conclusions about a test-taker ability to understand or convey meaning or participate in an interactive conversation (as cited in Devi, 2015, n.p). The teacher relies on training during the teaching learning process. For this reason, students get more chance to listen and to orally repeat some words (as cited in Rianingsih, 2015, p. 12).

2.4.2. Intensive

It focuses on specific production of short stretches of oral language designed to demonstrate competence in a narrow band of phonological, grammatical, phrasal, or lexical relationships (such as prosodic elements- intonation, stress, rhythm, minimal pairs juncture). The speaker has to be aware of semantic properties in order to be able to respond, and to interaction with the interviewer (as cited in Devi, 2015, n.p).

2.4.3. Responsive

It includes interaction and comprehension at a limited level of very short conversations, standard greetings and small talk, simple requests and comments (as cited in Devi, 2015, n.p). This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually adequate and significative (as cited in Kurniati, 2015, p. 3).

2.4.4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction (as cited in Devi, 2015, np). It is carried out for the purpose of

conveying or exchanging specific information (as cited in Rianingsih, 2015, p.13).The interaction takes two forms of transactional language, which has the purpose of exchanging information, or interpersonal exchanges, which have the purpose of maintaining social relationship. In personal exchanges, oral production can become practically complex with the need to speak in a causal record and use ellipses, slang, humor, and other sociolinguistic conventions (cited in Devi, 2015, n.p).

2.4.5. Extensive (monologue)

Extensive oral production activities include speeches, oral representations, and storytelling (as cited in Kurniati, 2015, p. 4). Language style is often more deliberative (including planning) and formal for task-intensive, but we cannot rule out some informal monologues such as accidentally delivered speech (as cited in Devi, 2015, n.p).

2.5. Purpose of Speaking

The goal of teaching speaking ability is as a communicative efficiency. Learners should be able to make themselves understood by using their current proficiency to the fullest (cited in Septiany, 2014, p. 16).

According to Nunan (1989) the purpose of speaking involves the following

The purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken languages used in both transactional and interactional discourse. In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (p. 27).

In this definition means that the aim of speaking can be whether transactional or interactional and there are some differences in the spoken language among the two.

Speaking turns serving these purposes tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen ,2002, p. 26).

Furthermore, some conversations are interactional with the objective of instituting or preserving relationship. This latter type is sometimes called the interpersonal use of language. It plays an important social part in oiling the wheels of social intercourse (Yule, 1989, p. 169). Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

Personal - expressing personal feelings and opinions.

Descriptive- describing someone or something.

Narrative-creating and telling stories.

Instructive-giving instructions or providing directions.

Questioning-asking questions to obtain information.

Comparative-comparing two or more objects, people or ideas.

Imaginative-expressing mental images of people, places and objects.

Predictive-predicting possible future events.

Interpretative-exploring meanings, creating and considering inferences.

Persuasive-changing others' opinions, attitudes, or points of view.

Explanatory-explaining, clarifying, and supporting ideas.

Informative-sharing information with others (as cited in Torkey, 2006, p. 37).

2.6. Speaking Problems

According to Tuan and Mai (2015), “There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use” (para. 20).

This implies some speaking issues teacher can encounter to help students in speaking (as cited in Leong & Ahmadi, 2017, p. 36). It comes to the definition that students face a lot speaking problems in the classroom , so the teacher can help them to solves these serious problems.

2.6.1. Inhibition

Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students (as cited in Leong & Ahmadi, 2017).

2.6.2. Nothing to Say

The second problem is that learners complain they cannot remember anything to say and are not motivated to express themselves. Rivers (1968) believes that “learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it” (para. 5). It is not easy for learners to answer when their teachers ask them to tell things in a foreign language, because they have few opinions about what they say, the vocabulary to apply, or how to use grammar precisely (Baker and Westrup, 2003, para. 5) (as cited in Leong & Ahmadi, 2017).

2.6.3. Low Uneven Participation

The third problem with separating speakers is that participation is very low. In a class with a huge number of students, each student will have very little time to speak because only one student speaks at a time while the other students try to listen. In a speaking class, some learners control the entire class while others speak very little or never (as cited in Leong & Ahmadi, 2017).

2.6.4. The Mother-Tongue

In cases where the majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language since they feel more at ease. According to Baker and Westrup (2003), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the learners will find it difficult to use the target language correctly, if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary lacks (as cited in Belhabib, 2014).

2.7. Classroom Speaking Activities

One of the primary goals of the speaking skill development is to teach learners how to think and present thoughts as well as their ideas to others (as cited in Kadri, 2015, n.p). Many speaking activities in the classroom that are currently used are at the end of the communication chain. In this section we will look at some of the most used sites.

2.7.1. Acting from a Script

We can ask our students to act out scenes and/or textbooks, and sometimes to film the results. Students often act out the dialogues they wrote themselves, predominantly this will involve them getting to the front of the class.

2.7.2. Communication Games

Games designed to stimulate communication between students are frequently based on an information gap. So that the student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put materials in the correct order (describe and arrange), or find similarities and differences between pictures.

2.7.3. Discussion

Some discussions take place only in the middle of the lessons. They are prepared by the teacher, but if encouraged, they can offer some of the most fun and productive speakers in language classes.

2.7.4. Prepared Talks

A common type of activity is prepared talk where students give a presentation on a topic of their choice. Such conversations are not designed for spontaneous, informal conversations. However, if possible, students should speak from notes rather than text. Prepared conversations represent a specific and informative type of speech and, if properly organized, can be very enjoyable for both the speaker and the listener.

2.7.5. Questionnaires

Questionnaires have a benefit because they ensure that both questioner and respondent have something to say to each other (as cited in Septiany, 2014). Students can design questionnaires on any suitable topic. As they do this, the teacher can act as a resource, assisting them in the design process. The results obtained from the questionnaires can form the basis for written work, discussions or prepared conversations.

2.7.6. Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students 'stimulate' a real-life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview), or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP (as cited in Armasita, 2017, p. 13).

Conclusion

The current chapter was concerned with the major issues related to the concept of speaking. It highlighted that speaking is a very important process that helps learners to evaluate their proficiency in the target language. It briefly discussed its definition followed by the importance of speaking. Additionally, it outlined the major characteristics of speaking performance which are Fluency, Accuracy, Vocabulary, Grammar and pronunciation. Also, discussed the purpose of speaking .Then, it mentioned the main problems students face in classroom. Lastly, it summarized the different classroom speaking activities. Correspondingly, the subsequent chapter will be devoted to the practical side of the research work.

Chapter Three: Methodology and Data Analysis and Data Interpretation

Introduction

While the two previous chapters presented the literature review of the research, the third chapter is devoted to the practical part of this study .It includes three sections; the first section begins with methodology wherein the general fieldwork design is discussed, whereas in second section is concerned with the analysis data collected. However, the third section deals with the discussion and interpretation of the results acquired in the process of analyzing data. Finally, it provides some limitations and pedagogical recommendations for future research.

Section One:

3.1. Methodology

This chapter introduces a full description of the methodology of the study in term of the research paradigm, together with population, the sample, the setting then the research design. The research design explains the instrumentation and data collection along with the nature of data analysis.

3.1.1. Research Paradigm

The name of the applied method defines its main characteristics, in that it involves a focus on detailed issues, with a predetermined group of people taking part in an interactive discussion. Thereby a focus group discussion.

The method may that is applied in this study be described as the following

" an interactive discussion between six to eight pre-selected participants, led by a trained moderator or researcher and focusing on a specific set of issues. The aim of focus group discussion is to gain a broad range of

views on the research topic over a 60-90 minutes period, and to create an environment where participants feel comfortable to express their opinions"

(Hennink, Hutter, & Bailey, 2011, p. 136).

This method falls within the qualitative research. It is concerned with qualitative judgments about the findings from the data collected. It serves the process of analyzing data in accordance with the examination and interpretation of data collected through the focus group discussion.

3.1.2. Setting

The current investigation was conducted with 1st year Master Students at Mohammed Seddik Ben Yahia, Jijel University. Online discussion is a new technique that is used to improve learning English especially speaking which is the aim of this research. The researcher in this research uses a Face book program to communicate and contact with his students as they can speak and exchange conversation freely. The researcher in this program can use discussion skill with his students and enjoy English speaking programs. The researcher communicates with his students online three times a week and each period one hour.

3.1.3. Sampling Frame

This sub-section addresses the population as well as the sampling participating in this study. In addition, it shed lights on the reasons behind this selection.

❖ Population of the Study

This investigation addressed 1st year Master Students at Mohammed Seddik Ben Yahia University. The reasons behind choosing first year students are as the following.

- We assume that Master 1st students have good level and qualified capacities that can benefit us with the needed information about the topics treated.

- Master one students have enough experiences with discussion, so they can engage easily and smoothly within the discussion.
- Master one students have high spirits with complete enthusiasm since this year is a transformative step to learn and discover more; thus, they would show interest to participate in the study.

❖ **The Sample**

The online discussion was administrated to Master one students which consists of 6 participants at the Department of English language at the University of Mohammed Seddik Ben Yahia- Jijel. The selection of such sample was based on the consideration that Master one students are competent enough since they have a good level and qualifications that will provide us with the needed information concerning this investigation.

3.1.4. Research Design

This section presents the research design of the study which includes covers the data gathering instruments, the description and administration of study.

3.1.4.1. Data Gathering Instruments

The online discussion was hold with 6 master one students which conducted to investigate the student's attitude towards the influence of classroom discussions on improving students speaking comprehension. This discussion consists of 13 questions which were divided into three sessions .The questions inserted are kind of open-ended questions that respondents requested to give clarified answers and explanation to each question.

3.1.4.2. Description of Online discussion

Session one was devoted to get background information about the chosen sample; we have explained the steps of the discussion and highlighted its purpose as well as importance of their contribution in discussion. At first, we had a formal discussion with some of timidity,

but since we started discussing, they felt comfortably and spoke freely. There were a great interaction among the members , there were well prepared , organized and motivated as unexpected .In question one, they were asked about their first impression when they participated in discussion last year, also if students were familiar with discussion technique or it was a new experience. Q2 two was about the feelings and reactions they have experienced during the discussion last year. However, the third question was if discussion method helps them increasing their self-esteem in any way. Lastly, students were asked if they have noticed any improvements on their level.

The goal of session two was to investigate students' experience of classroom discussion. In this section, the main focus was on the importance of discussion, the benefits also and the factors influencing their participation in classroom. Q5 five was if discussion important in EFL classroom how and why, in Q6 they asked if discussion can result in creating a comfortable environment in the classroom , and to order a range of concepts according to their importance and influence on their participation in question seven. Q8 was about their interest in the course if it influences their discussion or not. Q9 was about whether your interest in the course influences your discussion.

The objective of session three is to discover the student's knowledge about speaking skill. Q10 was the purpose behind speaking according to students' experience of last year. In question eleven, was to check if students were familiar with several types of speaking, i.e. imitative, intensive, responsive, interactive and extensive. Q12 was concerned with the main problems they have faced in the process of speaking. In the last question of section three, students were requested to tell us if they had a turning point in their level or satisfied on their performance based on what they gained in last year courses about speaking.

3.1.4.3. Administration of Online discussion

The students' online discussion was done by the researchers and the discussion consists of 6 members of 1st master students of English. The researchers were current during the administration of the questions in order to provide students with the needed clarifications, so to avoid misunderstanding that could lead to incorrect responses.

First, session one was conducted to provide students with a range of instructions before starting the discussion. It took place on 11th September at 14:00h and we exchanged the discussion during one hour.

Second session was set on 13th September at 21:00h. The main focus was to investigate the importance of discussion, the benefits and the factors influencing participation in classroom.

Last session was done on 21st September at 14.00h and devoted to discuss the main purpose of speaking and the main problems students faced during the process speaking.

Section Two :

3.2. Data Analysis

The data collected from student's online discussion are analyzed in the following sections.

3.2.1. Analysis of session one:

- 1- **What was your impression when you first participated in the discussion last year in literature class?**

Table 1

Participants' impressions (1st session)

Participants	Impressions
---------------------	--------------------

2	Participants	Scared
1	Participant	Half excited and hesitated
2	Participants	Hard and exhausting
1	Participant	Something new

- We think that their impressions were a mixture between fears, excitement and hesitation, but generally speaking literature discussion was totally different from other kinds of discussions since it considered a new experience to them.

2- What are the feelings you experienced during the discussion? Have you been anxious, confident, shy or motivated?

One participant said it was a developmental step, first she was anxious but with time she became motivated and proud of herself. The rest had similar feelings between anxious, scared, nervous, shy and lacked confidence at the beginning. Then, step by step they felt more confident, excited, and motivated.

- The participants experienced mixed feelings. At the beginning, they experienced negative weak emotions. But, eventually their feelings became positive as they gained more determination and ambition.

3- Did the discussion method help you increase your self-esteem any way?

Based on their answers, they all agreed that discussion surely increase their self-esteem also helped them overcome their fears. Whereas, one participant mentioned that discussion reinforced her esteem of her answers and opinions.

- The results showed that psychological strengths are improved due to those literacy discussions.

4- Academically, have you noticed any improvements on your level? If yes, in which area exactly?

The first five participants noticed improvements in their level of oral proficiency as well as critical thinking skills. But one participant argued that her improvement was mainly based on oral proficiency and expressing her ideas clearly.

- On the light of the answers mentioned above, discussion is an effective method for developing students' critical thinking skills as well as their oral proficiency.

3.2.2. Analysis of session two: Classroom Discussion

1- Do you consider discussion important in EFL classrooms? How and why?

Table 2

The importance of discussion in EFL classrooms (2nd session)

Participants	Importance
1 Participant	Improving student's critical thinking
1 Participant	Essential in communication
1 Participant	Negotiate meaning among their peers
3 Participants	Discussion is crucial in building self-confidence

- Bases on the answers above , it can be drawn that using discussion as a learning strategy in EFL classroom can be substantial because each participant noticed a favoring effect and a positive change after being a part of those discussions.

2- How does discussion help you understand the topic or the lesson?

Table 3

The benefits of discussion (2nd session)

Participants	Discussion helpful in
1 Participant	Things will be more easier
3 Participants	Develop your point of you and have new information
2 Participants	Ease the process of understanding

- As a conclusion, when the participants have problems understanding an idea, or the subject , having a discussion makes it clearer for both the students and the teacher and removes the ambiguity by giving the participants new information.

3- Can discussion results in creating a comfortable learning environment in classroom?

Table 4

The effect of discussion in creating comfortable environment (2nd session)

Participants	Discussion results in creating comfortable environment
2 Participants	Build strong relationship among classmates and teacher
1 Participant	Breaking the ice and creating more relaxed atmosphere
2 Participants	Reduce huge extent of bias and prejudice
1 Participant	Building thoughts and receiving main points of view

- As reported by the participants, discussion plays an important role in creating a safe learning environment. That is to say, when the participants feel comfortable and safe, they

will build strong relationships with their peers and their teacher. Therefore, become fully motivated to participate.

4- Order the following factors according to their importance on your participation.

- Class size – seating arrangement – Lesson objectives – Students diversity - Students level of interest.

Table 5

Participants ' order of factors according to their importance (2nd session)

Participants	Class size	Seating arrangement	Lesson objectives	Students diversity	Students level of interest
Participant 1	3	5	1	2	4
Participant 2	4	5	1	2	3
Participant 3	5	4	2	3	1
Participant 4	4	5	2	1	3

Participant Five:

- Students level of interest: because if you are not interested you will not find anything to talk about.
- Lesson objectives: It is always important to achieve these objectives, because it contributes to your whole performance.
- Students diversity: different students equal different opinions which results in reach classroom for discussion.

- Class size : I feel class size can go both ways, it can be good because it adds to the discussion , but also there will be some difficulties of getting all students involved in the discussion.
- Seating arrangement: I feel it's the least important because when discussing the whole class is speaking and it's even better if the contribution is from the back to the front of the class.

Participant Six:

- Student level of interest: It is the most important factor because if there is no interest there will be any participation.
- Seating arrangement: because it is proven through experience that if you feel distant from the teacher you will feel distant from the environment of the classroom. Therefore, you will not be able to participate and engage with the topic.
- Lesson objectives: because you need to know the seriousness of given class for example, if it was an evaluation or normal lesson.
- Classroom size.
- Students diversity.

According to the order of the participants, it can be concluded that Algerian students and especially Mohamed Seddik Ben Yahia one's followed a specific ordering on the basis of their importance. In other words , the first three factors which are lesson objectives , student's level of interest, and student diversity were given much importance and were considered the most effecting factors while the other last ordered factors: class size, seating arrangement were considered the least important because they were not proven to be a problem, and haven't influenced their participation negatively.

5- Do you think your interest in the course influence your discussion?

The first participant said that if you are interested in a specific subject you will automatically have two options: either you have never heard about it and it caught your

attention and you want to engage in the discussion to learn more about it or you already know about it which means you want to share your opinion with others and debate. Another one argued that anything can be interesting if presented in catchy way, the teacher should work on triggering students interests even those who sound and interested at first. The rest agreed that when you are interested in something or topic you will have the desire to know more about it , want to express your ideas and share your opinions with others as well as collaborate more in the discussion by asking more questions in order to have good idea about the topic. However, if you are not interested you will feel bored and you can't discuss the topic with others.

- Based on the participant's opinions, their interest in a given topic is what pushes them to be a part of a discussion. So, logically they will be more excited to share points of view with others as well as discuss with them and ask a lot of questions related to the topic.

3.2.3. Analysis of session three: Speaking skill

1- According to your experience of last year, what was the purpose of speaking skill?

The first two participants stated that the main acknowledged purpose of speaking is being more confident when you are in the process of speaking and overcoming your fears. Reported by those four participants, important purpose behind speaking is to be able to interact with others fluently and enhancing our communicative competence.

- According to what they have mentioned above, gaining confidence and getting rid of fears are substantial purposes, additionally that communication considered as a vital need for speaking.

2- Are you familiar with the types of speaking?

At first, they were not familiar with the types of speaking .But after their researches; they all reached an agreement that there are five important types of speaking and provide each with a brief definition. Those speaking types are organized as the following:

- Imitative: They mentioned that it is the ability to parrot back a word or phrase or sentence. For examples, include directed response tasks, reading aloud, sentences and dialogues completion.
- Intensive: It involves producing a limited amount of language in a highly controlled context. An example of this would be to read aloud a passage or give a direct response to a simple question.
- Extensive: It is like presenting something or telling a story and interacting with the world inside your head.
- Interactive: It includes face-to-face conversations and calls, in which we are alternately listening and speaking, and in which we have a chance for clarification, repetition or slower speech from our conversation partner.
- Responsive: Language is a way of speaking with children that uses reason and logic, encourages independence, uses nurturing control, and encourages elaboration. It helps children develops oral language skill, self expression, social emotional skills related to peers and adult interaction.

3- What are the main problems you have faced in the process of speaking?

According to the two first participants, the main problems were fear of speaking front of the audience, Lack of vocabulary and grammar mistakes. Another two participants claimed that they struggle mostly with lack of confidence, shyness and lack of motivation. Last two participants assert that their biggest problem were anxiety and stress also lack of vocabulary, self-confidence, lack of fluency .In addition to the fear of facing the audience.

- We conclude that the main problems that students can face while speaking are the fear of speaking front of the audience, Lack of vocabulary, grammar mistakes and they are mostly struggle with the issue of lack confidence, shyness and anxiety.

4- Based on what you gained in the last year about speaking, are you satisfied with your performance?

Table 6

Participant's turning point in their level (last session)

Participants	Turning point in their level
1 Participant	She was totally satisfied because she can achieve more
1 Participant	She was not completely satisfied because she was in the process of growing
2 Participants	They were totally satisfied because it helps them overcome their fears
2 Participants	They were satisfied because they were in the process of practicing speaking

- We have noticed that the third year was their turning point; there were several opinions between satisfaction and dissatisfaction about their level. Some benefited from that experience so they improved themselves and gaining confidence in the same time overcoming their fears. While, others discovered that it wasn't an enough experience since they were in the process of learning and to discover more.

Section Three: Discussion of the Results

According to the data analysis above, we can see that plurality of the students who participated in the study confessed with the importance of discussion and consider it fundamental in EFL classroom, because of its positive effects on students experience and level. Moreover, students stated that having a discussion in the classroom help those in solving understanding problems as well as ease the process of getting new information also help in getting rid of ambiguity and stress. However, discussion helps in creating a safe and

comfortable atmosphere among students and their peers even among their teacher what make students more motivated and ready. If students give the complete interest towards the topics discussed, they will become more excited to share points of view and exchange ideas and thoughts, so they will engage smoothly within the discussion. On the other hand, getting more confidence and getting rid of fears are the main purposes in speaking activity in addition to communication that can be a vital need of speaking. Then, students addressed the major problems they have faced while speaking including lack of vocabulary, grammar mistakes and they struggled the most with lack of self-confidence and anxiety. Finally, it was observed that the third year was a turning point in their level. Some were totally satisfied whereas the others were not, this experience affect them both positively and negatively.

3.3. Limitations of the Study

During the process of conducting this piece of research, several limitations were found which made it hard for the researcher to complete the work satisfactorily. The first limitation to consider is the lack of resources needed for the topic under study and prior research studies on the topic. In addition, another limitation is the use of one data gathering tool only. As a result of the spread of corona virus, the researcher relied only on one tool as all the universities and importantly their libraries have been shut down, it is hard to use another tool because of the circumstances and for respecting the safety procedures, the researcher minimize the number of the research tools and if the conditions allowed the researcher would enlarge the data gathering tools from only one online discussion to a classroom observation and an interview.

3.4. Pedagogical Recommendations for Future Research

Based on the conclusion of the study, the following recommendations are suggested:

- It is highly recommended to use classroom discussion in EFL classes to improve the speaking skill.
- Teachers should use classroom discussion techniques and strategies as it is effective and helpful for speaking skill and its domains.
- The teachers should raise the student's awareness to the significance of speaking skill and encourage their students to practice the skill outside the classroom and in real life situations.
- The teachers should shift their role from an instructor who dominate the class into an educator whose role is to guide, support, adds students to acquire the language.
- Teachers should create a supporting and comfortable learning environment for their students.
- Teachers should draw the student's attention to the importance of group work during the discussion process.
- Teachers should consider the student's differences as well as their learning styles when selecting the topics of discussion.
- EFL learners are recommended to dedicate more effort and time to practice the speaking skill and enhance their proficiency.
- EFL learners are obliged to participate in the discussion and do not allow any factor to influence their participation negatively.

Conclusion

This chapter is concerned mainly with the analysis of the data collected through using one research tool or instrument, an online focus group discussion. According to the findings of this chapter, classroom discussion is considered to be a useful teaching technique for students. As far as teachers are concerned, they can rely on classroom discussion to bring more life to their classes and prompt for further participation as well as encourage group work. As for students, to be able to use English more as a tool to communicate with others, improve their speaking skill, get rid of shyness, gain more confidence, and practice the language in real life situations. So, teachers should rely on discussion more in the university to improve learning English and enhance the oral communicative skills.

General conclusion

Our research was conducted to investigate the influence of classroom discussion on improving the student's speaking skill and pays attention to the effectiveness of such technique on the student's achievements. It was hypothesized that if classroom discussion is to be applied in EFL classes, it will results in the improvement of speaking skill. The first chapter provides a brief history of the communicative language teaching approach (CLT), the definition of classroom discussion, its importance, types as well as the benefits of teacher led discussion. Moreover, it represents some factors that may influence the student's participation. Also, the role of feedback. As far as the second chapter is concerned, it addressed the definition, characteristics of speaking skill. Besides, it includes the importance of speaking performance, its types and purpose. Furthermore, it highlights the speaking problems in FLL and some speaking activities for improving the skill.

Regarding the third chapter, it provided an investigation relying on an online focus group discussion as the only research instrument used to conduct this piece of research. For the online discussion, it was directed to master one student of English at Tassoust University.

The purpose behind conducting the online focus group discussion was to investigate and examine the influence of using classroom discussion on EFL student's speaking comprehension. Throughout the analysis of the data collected from the research tool, online focus group discussion, the findings revealed that classroom discussion is not just an activity but, an effective teaching strategy for improving EFL student's speaking skill. It helps students enhance their critical thinking skills as well as their oral proficiency. As it provides them with opportunities to express their opinions and ideas freely and overcome their fears. Also, classroom discussion increases their self confidence and esteem. Additionally, it ensures their understanding.

Concerning the first hypothesis, the results of the findings gathered from the online focus group discussion confirmed that classroom discussion plays an essential role on improving the student's speaking skill.

As for the second hypothesis, the results revealed that the using speaking strategies in classroom can lead to the development of student's speaking comprehension.

Consequently, the implementation of classroom discussion contributes and influences the improvement of EFL speaking skill. It enhances the students' self-confidence and develop their critical thinking skills .In addition, creates opportunities for self-expression.

References

- Adler, M . (1982). The Paideia Proposal. *American School Board Journal* 169 (7), 17-20.
Retrieved October 25, 2020 from: <http://eric.ed.gov/?id=EJ265715>
- Alleman, J. C., Bee, W., Ulitkin, I., Files, F., Zetzsche, J., Chatonnet-Marton, P., ... & y del Árbol, E. V. Methods of Enhancing Speaking Skills of Elementary Level Students . *Translation Journal*, 17, No.1. Retrieved from URL:
<http://translationjournal.net/journal/63learning.htm>
- Andari, A. W. D. (2012). *Teaching Speaking Skill Using Numbered Heads Together to 8TH Grade Student of Smp Negeri 2 Gatak 2011/2012* (Doctoral dissertation). Universitas Muhammadiyah Surakarta.
- Armasita, A. (2017). *Improving students' speaking skill in english lesson with action learning strategy at eight grade of mts pab 1 helvetia* (Doctoral dissertation). Universitas Islam Negeri Sumatera Utara.
- Azizah, H. L. (2017). *The Effectiveness of Using Think Pair Share Strategy Towards the Student's Speaking ability of the eight grade at MTS Darul Hikmah Tulungagung* .State Islamic Institute (IAIN) of Tulungagung.
- Bean, J. C. (1996). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass
- Belhabib, I. (2014). *Difficulties Encountered by Students in Learning the Productive Skills in EFL Classroom and the Relationship between Speaking and Writing: Case of First Year LMD Students at AbouBekr-Belkaid* (Doctoral dissertation). University of Tlemcen .

- Bodensteiner, K. J. (2012). "Emergency Contraception and RU-486 (Mifepristone): *Do Bioethical Discussions Improve Learning and Retention?*" *Advances in Physiology Education*, 2012, 36, 34–41.
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning*. Washington, DC: ERIC Clearinghouse on Higher Education, George Washington University.
- Boussiada, S. (2010). *Enhancing students' oral proficiency through cooperative group work*. Published Master Dissertation. University of Constantine, Algeria.
- Canale, M. & Swain, M. (1980): Theoretical Bases of Communicative Approaches to
Carroll, S., and Swain, M. (1993). *Studies in second language acquisition*. Retrieved October 19, 2020 from: <https://www.cambridge.org>
- Chilcoat, G. W. & Ligon, J. A. (2001). Discussion as a means for transformative change: social studies lessons from the Mississippi Freedom school. *Social Studies*, 92, 213- 219.
- Clegg, V.L. (2002). Principles of college teaching: Leading discussions. (Class handouts).
Manhattan, KS: Author. Charles C. Thomas.
- Destiana, E.A. (2019), *the influence of reciprocal teaching strategy on students' ability in comprehending narrative text at Bengkulu Selatan University*. published Master. Thesis,
- Devi, P. (2015). *The Effectiveness of Using Talking Chips Technique in Teaching Speaking of Second Grade Students at MTs N Tunggangri Kalidawir Tulungagung* . (IAIN) of Tulungagung.
- Dillon, J.T. (1994). Using discussion in the classroom. Philadelphia: Open University Press.

Engle, S., & Ochoa, A. (1988). *Education for democratic citizenship: Decision making in the social studies*. New York: Teachers College Press.

Febria, H. (2017). *A Comparative Study on Students' Speaking Skill Using Audio-Video and Picture. Final Project* (Doctoral dissertation). Universitas Muhammadiyah Semarang.

Fleming, N. (2001). A guide to learning styles. Retrieved October 25, 2020, from <http://www.vark-learn.com>

Gall, M. D., & Gall, J. P. (1976). The discussion method. In N. L. Gage (Ed.), *The psychology of teaching methods* (the 75th Yearbook of the National Society for the Study of Education). Chicago: University of Chicago Press.

Gall, M. D., & Gillett, M. (1980). The discussion method in classroom teaching. *Theory Into Practice*, 19, 98-103.

Goldsmid, C. A., & Wilson, E. K. (1980). *Passing on sociology: The teaching of a discipline*. Belmont, CA: Wadsworth Christensen, C. R.

(1987). *Teaching and the Case Method*. Boston: Harvard Business

Harahap, S. S., Antoni, R., & Rasyidah, U. (2015). *An Analysis on Students' Speaking Skill at Second Grade SMP 8 RAMBAH HILIR*. *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris*, 1(1). University of Pasir Pengaraian.

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Lt. p.70

Harmer, J. (2003): *The Practice of English Language Teaching*. Harlow: Longman.

Herring, Cedric. 2009. "Does Diversity Pay? Race, Gender, and the Business Case for Diversity." *American Sociological Review* 74(2):208-224.

- Hill, W. F. (1969). *Learning thru discussion* (2nd ed.). Beverly Hills, CA: Sage.
- Hossain, M. I. (2015). *Teaching Productive Skills to the Students: A Secondary Level Scenario* (Doctoral dissertation). BRAC University, Dhaka, Bangladesh.
- Hymes, D. (1972). Models of the interactions of language and social life. In J. J. Gumperz, & D. Hymes (Eds.), *Directions in Sociolinguistics* (pp. 35-71). New York: Holt, Rinehart & Winston .
- Johnson, D. W., Johnson, R. T., Holubec, E. J., & Roy, P. (1984). *Circles of learning: Cooperation in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kaddour, K. I. (2016). *Enhancing EFL Learners' Speaking Skill Through Effective Communicative Activities and Strategies The Case of First Year EFL students* (Doctoral dissertation). University of Tlemcen.
- Kadri, M. E. A. (2015). *Improving EFL learners' Speaking: Case of First Year Students at the University of Tlemcen* (Doctoral dissertation). University of Tlemcen.
- King, Kim M. 1994. "Leading Classroom Discussions: Using Computers for a New Approach." *Teaching Sociology* 22 (2): 174-182
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., and Associates. *Student Success in College: Creating Conditions That Matter*. San Francisco: Jossey-Bass, 2005.
- Kurniati, A. K., Eliwarti, E., & Novitri, N. (2015). . *A study on the speaking ability of the second year students of SMK Telkom Pekanbaru* (Doctoral dissertation). Riau University.
- Langer, J. A. (2001). Beating the odds: Teaching middle and high school students to read and write well. *American Educational Research Journal*, 38(4), 837–880 School.

- Larson, B. E. (2000). Influences on social studies teachers' use of classroom discussion. *Clearing House*, 73, 661, 667.
- Leong, L. M., and Ahmadi, S. M. (2017). An Analysis of factors Influencing Learners' English Speaking Skill . *International journal of Research in English Education*. 1 School of Educational Studies, University Sains Malaysia, Malaysia.
- Lindsay, C. & Knight, P. (2006). *Learning and Teaching English: A Course for Teachers*. Oxford: Oxford University Press
- Littlewood, M. (1999). *Communicative Language Teaching*. Cambridge: Cambridge University Press
- McKeachie, W. J., Pintrich, P.R., Lin, Y.G., & Smith, D.A. (1987) *Teaching and learning in the collage classroom: A review of the literature*. Ann Arbor: National Center for Research to Improve Postsecondary Teaching and Learning, the University of Michigan.
- McKeachie, W.J. (2002). *McKeachie's teaching tips*. (11th ed.). Boston: Houghton Mifflin Company. Retrieved on August 15, 2020 from
- Millis, B. J., & Cottell, P. G. (1998). Cooperative Learning for Higher Education Faculty.
- Mufidah, H. (2017). *Factors Affecting the Speaking Difficulties of the Seventh Grade Hotel Accommodation Students at SMK Negeri 6 Palembang.[SKRIPSI]* (Doctoral dissertation). UIN Raden Fatah Palembang).
- Murray, H. G., and Lang, M. (1997). "Does Classroom Participation Improve Student Learning?" *Teaching and Learning in Higher Education*, 1997, 20, 7–9.

Mustapha, S. M. “*Understanding Classroom Interaction: A Case Study of International Students’ Classroom Participation at One of the Colleges in Malaysia.*” *International Journal for the Advancement of Science and the Arts*, 2010, 1(2), 91–99.

New York: Teachers College Press

Nystrand, M., Gamoran, A., Kachur, R., & Prendergast. (1996). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom.*

Omari, F. Z. I. (2015). *An evaluation of the teaching of the speaking skill in EFL classrooms within the framework of the CBA: the case of 3rd year pupils in 3 secondary schools in Tlemcen* (Doctoral dissertation). University of Tlemcen.

Performance IN Dialogue by Using Realia at Second Grade of Sman 1 Kalianda . A

Reda, M. M. *Between Speaking and Silence: A study of Quiet Students*. Albany, NY: SUNY, 2009.

Rianingsih, R. (2015). *The Teacher Strategies in overcoming Students’ difficulties in Speaking at English Intensive Program of MA AN-NUR CIREBON* (Doctoral dissertation).

IAIN SyekhNurjati Cirebon.

Rusman, D. P. (2013). *An Analysis of Negotiation of Meaning in Students’ Speaking Performance IN Dialogue by Using Realia at Second Grade of Sman 1 Kalianda . A thesis in the language and arts education .* Lampung University, Bandar Lampung.

Schmuck, R.A. and Schmuck, P.A. *Group Processes in the Classroom*.(2nd ed). Dubuque, Iowa: William C. Brown, 1975.

Second Language Teaching and Testing. Applied Linguistics, 32, 1-47.

- Septiany, L. (2014). *The Effect of Using Fluency Workshop Technique Toward Students' Speaking Ability in Performing Monolog of Second Year at Man 1 Pekanbaru* (Doctoral dissertation). Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Sidelinger, R. J., and Booth-Butterfield, M. "Co-constructing Students Involvement: An Examination of Teacher Confirmation and Student-to-Student Connectedness in the College Classroom." *Communication Education*, 2010, 59(2), 165-184.
- Steinzor, B. "The Spatial Factor in Face to Face Discussion Groups." *Journal of Abnormal and Social Psychology*, 1950, vol. 45, 552-555.
- Svinicki, Marilla and Wilbert J. McKeachie. 2010. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Belmont, CA: Wadsworth.
- Thornbury, S. (2005b). *How to teach speaking*. London: Longman.
- Torky, S. A. E. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Online Submission. Ain Shams University.
- Umbach, P. D., and Wawrzynski, M. R. "Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement." *Research in Higher Education*, 2005, 46(2), 153-184
- UR, P. (2000). *A course in Language Teaching: Practice and Theory*. Cambridge: Cambridge
- Weimer, M. G. (1987). Teaching large classes well. doi: 10.1207/s15328023top1802-1.
- Wilén, W.W. (1990). Forms and phases of discussion. In W.W. Wilén (Ed.), *Teaching and learning through discussion: The theory, research and practice of the discussion method*, (pp. 3-24). Springfield, IL: C

Appendix

Online Discussion

Dear Respondents,

This discussion is made for Master 1st students, is conducted in three meetings and each meeting consists of 6 students to investigate the students' attitude towards the influence of classroom discussion on improving students speaking comprehension.

We hope to find strong interaction in this discussion and responding with seriousness and complete interest to gain the required information and thank in advance.

Session One:

Q1: What was your impression when you first participated in the discussion last year?

Q2: What are the feelings you experienced during the discussion? Have you been anxious, confident, shy or motivated?

Q3: Did discussion method help you increase your self-esteem any way?

Q4: Academically, have you noticed any improvements on your level? If yes, in which level exactly?

Session Two: Classroom Discussion

Q1: Do you consider discussion important in EFL classrooms? How and why?

Q2: How does discussion help you understand the topic or the lesson?

Q3: Can discussion results in creating comfortable environment in classroom?

Q4: Order the following factors according to their importance on your Participation.

Q5: Do you think your interest in the course influence your discussion?

SPEAKING SKILL RELATED WITH THE INFLUENCE OF CLASSROOM DISCUSSION

Session Three: Speaking Skill

Q1: According to your experience of last year, what was the purpose of speaking?

Q2: Are you familiar with the types of speaking? If no, search for them and give a brief explanation to each?

Q3: What are the main problems you have faced in the process of speaking?

Q4: Based on what you gained in the last year about speaking, are you satisfied on your performance?

ملخص

تتزايد الحاجة إلى استخدام المناقشة في فصول اللغة الثانية والأجنبية. اليوم ، يتجه العديد من الباحثين إلى المناقشة كإستراتيجية تعليمية مفيدة وموثوقة من أجل تطوير المهارات اللغوية وبناء المزيد من المعرفة. كان الهدف من هذه الدراسة هو اكتشاف تأثير المناقشة في الصف على تحسين مهارة التحدث لدى الطلاب. تم إجراء الدراسة على طلبة سنة أولى ماستر من قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى. كانت الافتراضات الموضوعية لهذه الدراسة هي أن المناقشة تلعب دوراً في تحسين مهارة التحدث لدى الطلاب. بالإضافة إلى ذلك ، إذا ما كانت الأنشطة الشفوية يمكن أن تؤدي إلى تحسين الكفاءة في مهارة التحدث. تم جمع البيانات من خلال مناقشة جماعية مركزة عبرة الإنترنت. تم توجيهه إلى ستة طلاب سنة أولى ماستر من قسم اللغة الإنجليزية. كشف تحليل المناقشة عبر الإنترنت أن الطلاب يعتقدون أن مناقشة الفصل تساهم بشكل إيجابي في تحسين القدرة على التحدث. بالإضافة إلى ذلك، هناك أهمية كبيرة لاستخدام المناقشة في القسم . أخيراً، هناك علاقة إيجابية بين الأنشطة الشفوية وتطور الكفاءة في مهارة التحدث.

الكلمات المفتاحية: مناقشة في القسم، مهارة التحدث، مناقشة جماعية بالإنترنت .

Résumé

Le besoin d'utiliser la discussion dans les classes de langue seconde et étrangère est de plus en plus grand. Aujourd'hui, de nombreux chercheurs se tournent vers la discussion comme stratégie d'enseignement utile et fiable afin de développer des compétences linguistiques et de construire plus de connaissances. Le but de l'étude était d'explorer l'influence de la discussion en classe sur l'amélioration de la compréhension orale de l'élève. L'étude a été menée avec un étudiant en master 1 du département d'anglais de l'Université Mohammed Seddik Ben Yahia. Les hypothèses posées pour cette étude étaient que la discussion joue un rôle dans l'amélioration de la compréhension orale de l'élève. De plus, l'importance et les avantages de l'application de la discussion en classe comme technique d'enseignement. En outre, si les activités orales peuvent conduire au développement de la maîtrise orale. Les données ont été recueillies lors d'un groupe de discussion en ligne. Il s'adressait à six étudiants en master 1 du département d'anglais. L'analyse de la discussion en ligne a révélé que les élèves estiment que la discussion en classe est positivement impliquée dans l'amélioration de la capacité d'expression orale. De plus, il y a une grande importance et de nombreux avantages à utiliser la discussion en classe. Enfin, il existe une corrélation positive entre les activités orales et le développement de la maîtrise orale.

Les mots clés : discussion dans la classe, maîtrise orale, concentration des groupes de discussion online.