

**THE IMPLEMENTATION OF DISCUSSION TECHNIQUE
IN TEACHING SPEAKING ACTIVITIES AT FIRST YEAR
OF SMAN 4 PEKANBARU**



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1431 H/2010 M**

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Thesis

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ABSTRACT

SEKARINI JATININGSIH. 2010. The Implementation of Discussion Technique in Teaching Speaking Activities at First Year of SMAN 4 Pekanbaru.

The title of this thesis is “The Implementation of Discussion Technique in Teaching Speaking Activities at First Year of SMAN 4 Pekanbaru”.

To teach speaking, teacher needs to give the students some activities to practice their speaking. One of the activities in teaching speaking is discussion. Discussion is activity done by students in the class to express their ideas, opinions based on the subject given by the teacher. Discussion is also giving the students to be brave in speaking English. So, English teacher at SMAN 4 Pekanbaru uses discussion to make students active in speaking. The researcher is very interested in this study because the researcher wants to know the technique made by teacher in discussion activity in teaching speaking, because there are many techniques of discussion.

This thesis has two research questions. The first question is “How is the implementation of discussion technique in teaching speaking activities at first year of SMAN 4 Pekanbaru?” and the second is “What factors influence the implementation of discussion technique in teaching speaking?” Moreover, the subject of the study is an English teacher. Meanwhile, the object of the study is the implementation of discussion technique in teaching speaking at SMAN 4 Pekanbaru.

In this thesis, the researcher took one teacher as respondent. The techniques of collecting data are observation and interview. Observation is used to know the implementation of discussion technique in teaching speaking. And interview is used to know what factors influence the implementation of discussion technique in teaching speaking. The researcher uses observations as main data collection and the interview is as to support the data needed. In addition to the data analysis, the researcher uses descriptive quantitative which use statistical data. To know the percentage, the researcher used formula as follow:

$$P = \frac{F}{N} \times 100\%$$

As for the result of this thesis, the researcher takes some conclusions as follows: English teacher makes small group, English teacher gives the time to students to express their ideas, English teacher manages the classroom when discussion begins, English teacher supervises the students’ activity after they discuss.

Based on the analysis of data, the researcher concludes that the implementation of discussion technique in teaching speaking at SMAN 4 Pekanbaru is categorized into good, and the factors influence the implementation of discussion technique such as the students, the teacher, and the facilities

ABSTRAK

SEKARINI JATININGSIH.2010. Pelaksanaan Teknik Diskusi dalam Mengajarkan Kegiatan Berbicara pada Kelas Satu di SMAN 4 Pekanbaru.

Judul skripsi ini adalah “Pelaksanaan Teknik Diskusi dalam Mengajarkan Kegiatan Berbicara pada Kelas Satu di SMAN 4 Pekanbaru”.

Untuk mengajarkan berbicara, guru harus memberikan beberapa kegiatan kepada siswa-siswi untuk mempraktekkan berbicara mereka. Salah satu kegiatan dalam mengajar berbicara adalah diskusi. Diskusi adalah kegiatan yang dilaksanakan oleh siswa-siswi di dalam kelas untuk menyatakan gagasan, pendapat mereka berdasarkan materi yang diberikan oleh guru. Diskusi juga memberikan siswa-siswi keberanian untuk berbicara dalam bahasa Inggris. Jadi, guru bahasa Inggris di SMAN 4 Pekanbaru menggunakan diskusi untuk membuat siswa-siswi aktif dalam berbicara. Peneliti tertarik meneliti studi ini karena peneliti ingin mengetahui teknik yang dibuat oleh guru dalam kegiatan diskusi, karena banyak teknik dalam diskusi.

Skripsi ini mempunyai dua pertanyaan penelitian. Pernyataan yang pertama adalah “Bagaimana Pelaksanaan teknik diskusi dalam mengajar berbicara?” dan pertanyaan kedua adalah “Apa factor-faktor yang mempengaruhi pelaksanaan teknik diskusi dalam mengajar berbicara?”. Lebih jauh, subjek dari studi ini adalah seorang informan . Sementara itu, objek dari studi ini adalah pelaksanaan teknik diskusi dalam mengajar kegiatan berbicara di SMAN 4 Pekanbaru.

Dalam skripsi ini, peneliti mengambil satu guru sebagai responden. Teknik dalam mengumpulkan data adalah menggunakan pengamatan dan wawancara. Pengamatan digunakan untuk mengetahui implementasi teknik diskusi dalam mengajar berbicara. Wawancara digunakan untuk mengetahui faktor-faktor yang mempengaruhi implementasi teknik diskusi dalam mengajar berbicara. Peneliti menggunakan pengamatan sebagai penampilan data yang utama, wawancara sebagai data pendukung. Sebagai tambahan terhadap analisa data, peneliti menggunakan dekriptif kuantitatif yang data statistic. Untuk mengetahui persentasenya, peneliti menggunakan rumus sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Sebagai hasil dari skripsi ini, peneliti mengambil beberapa kesimpulan sebagai berikut: Guru bahasa Inggris membuat kelompok kecil, Guru bahasa Inggris memberikan waktu kepada siswa-siswi untuk menyatakan gagasan mereka, Guru bahasa Inggris mengatur kelas ketika diskusi dimulai, Guru bahasa Inggris mengkoreksi kegiatan siswa-siswi setelah mereka selesai berdiskusi.

Berdasarkan analisa data, peneliti menyimpulkan bahwa pelaksanaan teknik diskusi dalam mengajar kegiatan berbicara pada kelas satu di SMAN 4 Pekanbaru dikategorikan “baik” dan faktor-faktor yang mempengaruhi pelaksanaan teknik diskusi seperti siswa-siswi, guru-guru dan fasilitas.

LIST OF CONTENTS

| | |
|-----------------------------------|------|
| ABSTRACT | i |
| ABSTRACT (Arab)..... | ii |
| ABSTRACT (Indonesia)..... | iii |
| SUPERVISOR APPROVAL | iv |
| EXAMINER APPROVAL..... | v |
| ACKNOWLEDGEMENT | vi |
| LIST OF CONTENT | vii |
| LIST OF APPENDIX | viii |
| CHAPTER I INTRODUCTION | |
| A. Background..... | 1 |
| B. The Problem..... | 4 |
| 1. Identification of Problem..... | 4 |
| 2. Limitation of Problem..... | 4 |
| 3. Formulation of Problem..... | 4 |
| C. Objective of the Research..... | 4 |
| D. Significance of the Study..... | 5 |
| E. Definition of Key Term..... | 5 |
| CHAPTER II THEORITICAL FRAMEWORK | |
| A. Theoretical Framework..... | 7 |
| 1. Nature of Speaking..... | 7 |
| 2. Nature of Discussion..... | 17 |

| | | |
|----|--------------------------|----|
| B. | Relevant Research..... | 25 |
| C. | Operational Concept..... | 26 |

CHAPTER III RESEARCH METHODOLOGY

| | | |
|----|---|----|
| A. | Design of the Research..... | 28 |
| B. | Time and Location of the Research..... | 28 |
| C. | Subject and Object of the Research..... | 28 |
| D. | Population..... | 28 |
| E. | Technique to Collect Data..... | 29 |
| F. | Data Analysis technique..... | 30 |

CHAPTER VI DATA PRESENTATION AND ANALYSIS

| | | |
|----|------------------------|----|
| A. | Data Presentation..... | 32 |
| B. | Data Analysis..... | 39 |

CHAPTER V CONCLUSION AND SUGGESTION

| | | |
|----|---------------------|----|
| A. | The Conclusion..... | 41 |
| B. | The Suggestion..... | 42 |

BIBLIOGRAPHY

APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

SMAN 4 Pekanbaru is one of the State Senior High Schools in Pekanbaru where English is taught in the first grade, the second and the third grade. KTSP has been known by students in this school. English KTSP (Education Unit Level Curriculum) in which school or an institution has authority to implement system of learning and teaching activity for particular lessons or subjects based on the curriculum applied.

KTSP has been applied since 2007 until now. English subject is taught twice a week with time allocation of 2 meetings times 45 minutes. English teacher uses KTSP, because KTSP describes about integrated all of the languages skills; writing, speaking, reading and listening. It is clearly stated that one of the objectives of the English subject in Senior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing.

In teaching and learning process, teacher is one of the human components in teaching and learning process who takes a part in the effort forming of potential human resource. Kunandar (2007:113) says that in KTSP (Education Unit Level Curriculum), teacher has been functioned as the facilitator and the mediator to help the students' in learning process. They are as follows:

1. Providing learning experience which is conducive to the students and responsible in making process and design.
2. Providing or giving the activities which is stimulating the knowledge of students and help them to express their ideas, providing the facilities which is stimulating students' thinking productively, providing the opportunity and experience.
3. Monitoring, evaluating, and showing what the students' ideas have.

Speaking is very important for students in learning a language because the purpose of someone in learning a language is to be able to communicate the language, especially during in the classroom. To teach speaking, teachers need to give the students' activities to practice the new speech among the four basic skills of language. It means the students need many vocabularies to practice.

Furthermore, Breen and Candlin in Richard and Lokhort (1994:103) in Umi (2007:2) say that the role of teacher is to manage classroom activities especially in communicating language teaching, the teacher has two main roles:

1. Teacher facilitates the communication process with the various methods.
2. Teacher acts as an independent participant within the learning teaching group.

In teaching speaking, the teacher should be able to make students become active in the classroom. So, the teacher needs techniques to teach speaking. One of the ways to make students active in speaking is by using discussion. By using discussion, students can share information and experience each other. Discussion is a speech or a piece of writing or talk details, showing the different aspect of a

subject, or discussion is to write or talk in details, showing the different ideas and opinion. Here, the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class.

From the explanation above, English teacher should be able to make the students active in speaking. In fact, her/his teaching speaking is not maximal. The problems can be seen from the phenomena as follows:

1. English teachers do not control discussion activities.
2. English teachers do not arrange the student's seat.
3. English teachers do not help the students in discussion activities.
4. English teachers do not give the conclusion in the end of discussion.

In short, the researcher is interested in doing the as well as investigating this problem and wants to know the implementation of discussion technique in teaching speaking activities at first year of SMAN 4 Pekanbaru.

Based on the background and the phenomena above, the researcher has seen that the students are shy to speak, they use mother tongue language other than to speak English, and they can not express their ideas fluently, eventhough the English teacher uses whole English to teach speaking. So, the researcher is very interested in carrying out a study entitled: **“THE IMPLEMENTATION OF DISCUSSION TECHNIQUE IN TEACHING SPEAKING ACTIVITIES AT FIRST YEAR OF SMAN 4 PEKANBARU”**.

B. The Problem

1. Identification of Problems

Based on the pre-observation, the researcher identifies the problem as follow:

- a. How is the implementation of discussion technique in teaching speaking?
- b. What are the factors influences the implementation of discussion technique in teaching speaking?

2. Limitation of Problem

In this research, the researcher focuses on the implementation of discussion technique in teaching speaking activities at first year of SMAN 4 Pekanbaru.

3. Formulation of Problem

Based on the limitation of the problems above, the researcher wants to formulate the research questions as follows:

1. How is the implementation of discussion technique in teaching speaking?
2. What are the factors influences the implementation of discussion technique in teaching speaking?

C. Objective of the Research

1. To find out the implementation of discussion technique in teaching speaking activities at first year of SMAN 4 Pekanbaru.

2. To identify the factors influence the implementation of discussion technique in teaching speaking

D. Significance of the Study

1. English teacher

In this research, the researcher wants that the implementation of discussion technique in teaching speaking hopefully can be used by the English teacher at SMAN 4 Pekanbaru as guidance in teaching speaking.

- 2 Students

To motivate the students in speaking class, in order to develop their speaking ability by using discussion technique.

3. The researcher

To increase the experience and knowledge of the researcher in discussion technique in speaking.

E. Definition of key term

1. Implementation

Implementation is the actual doing of what was planed, using the selected tools and strategies.

2. Teaching

Teaching is a process giving instruction, guiding in the study, providing with knowledge, causing to know or understand done by teacher.

3. Speaking:

Speaking is a making use of words in an ordinary voice or expression.

4. Discussion

Discussion is activity in the classroom, talk together with other friends in the school.

5. Technique

Technique is method that is actually taking place in classroom.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Nature of Speaking

Studying English without practice speaking is useless. Speaking is regarded more representing what the speaker wants to say. Through speaking, one can express their minds, ideas and thought freely and spontaneously.

According to Chastain (1975:332) in Siti Aminah (2008:2), speaking is a productive skill since it produces ideas, messages, or suggestion. It can be said that speaking is a productive skill such as uttering the words to express the ideas, messages, and suggestion whether in formal or non informal situation.

Students learn English as foreign language. Generally, they study speaking formally in classroom. When teacher teaches English as a foreign language, teacher is not getting his/her students to simply repeat what teacher says, teacher wants her/his students to perform oral tasks with real motivation behind them. Ur (1996:121) says that there are some problems in speaking activities, as follows:

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some degrees of real time exposure to an audience. Learners are often

inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism for losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if the students are not inhibited, teacher often hears learner's complain that they can not think of anything to say; they have no motivation to express themselves beyond the guilty feeling that they should speak.

3. Low or uneven participation

Only one participant can talk or be active if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother tongue use

Mother tongue is the language a person learns first. In class where all or number of, the learners share the same mother tongue. They may tend to use it, because it is easier, and it feels unnatural to speak to one another in a foreign language, and they feel less exposed if they are speaking mother tongue. If they are talking in small groups it can be quite difficult to get some classes. Particularly the less disciplined or motivated ones to keeps to the target language.

To avoid those problems, the students should master the speaking skills. There are some elements of speaking. They are as mentioned in the following points:

1. Pronunciation

All words are made up of sounds and speakers of language need to know these sounds if they are to understand what is said to them and be understood in their turn.

2. Vocabulary

The students need to learn what words mean and how they are used. This means that the students need to have a plenty of vocabularies since repeating words happened because the learner does not know the substitution words. Vocabulary is normally studied in dialogue or conversation.

3. Grammar

In speaking activity, grammar is very important for the students, because if they do not know the appropriate grammar, the listeners will be doubtful to understand what they have said.

When someone communicates, he / she uses the language to accomplish some function such arguing, persuading or promising. Brown (2000:247) in Atik Rahmawati (2004:19) states that there are four part definition of communicative competence:

1. Grammatical competence or accuracy is the degree to which the language user has mastered the linguistic code, including vocabulary, grammar, pronunciation, spelling and word formation.
2. Sociolinguistic competence is the extent which utterance can be used on understood apparently in various social contexts.
3. Discourse competence is the ability to combine ideas to achieve cohesion in form and coherence in thought about the level of the single sentence.
4. Strategic competence is the ability to use strategies like gesture or talking around an unknown word in order to overcome limitations in language knowledge.

Besides, Chastain (1975, cited in Rahmi, 2005: 9) says that “the aim of speaking is as the major objective in language classes”. Speaking is formed of having a speaking class, because there is a communication between teachers and students. In addition, Lynch and Anderson (2005, cited in Refrinita, 2007:1) say that there are four purposes of speaking, they are:

1. To achieve and extend the learners’ linguistic competence.
2. To increase their confidence in using spoken English.
3. To develop their ability to analyze and evaluate spoken performance.
4. To sharpen their strategy competence in interaction.

When the students want to speak fluently, they sometimes get difficult to do it. So, to make students speak fluently is needed the help of teacher, in

other hand, it depends on the teaching of the teacher. The teacher knows that teaching is a process, so the teacher should know and can do the process of teaching if the teacher wants the teaching and learning process is successful. As brown (1994:7) says that teaching is showing or helping someone to learn how to do something, giving instruction, guiding study something, providing with knowledge causing to know or understand. Ali in Willis (2005:14) says that there are three stages of teaching:

a. Presentation

In presentation, the teacher focuses on a single point of grammar, or the realization of a function, and usually presented explicitly in a context. Its purpose is to develop an understanding of the language point of the learner.

b. Practice

It is presumed to enable learners to use and automatically and the newly grasped rules or patterns. In this process, the teacher should control the students in doing the tasks.

c. Production

The learner is expected to reproduce the target language more spontaneously and flexibility, for example in a communication tasks or role play activity.

Speaking is one of the important skills that are very important for a person's professional, survival and growth. Everyone needs this skill to be a successful in one's academic and pursuits. The aim of teaching English in

speaking is to increasing students' active to speak during classroom discussion. According to curriculum of Senior High School states that, the aim of teaching English is to prepare the students to become qualified and be able to communicate and to express ideas about the materials of speaking and active to prepare themselves to be able to present their ideas in English correctly like:

1. The students are able to present their ideas about the materials of speaking.
2. The students are able express opinions about the materials of speaking.
3. The students are able to speak English in front of students to express their ideas and opinions.

Harmer (2001:44) says that students are generally described in three levels, beginner, intermediate, and advanced. At beginner level, students may come to the classroom with a high degree of extrinsic motivation and they will often succeed very quickly. But it is still difficult to start learning a foreign language, and unrealistic challenge coupled with a negative teacher attitude can have disastrous effects on students' motivation. At intermediate level, students will be motivated extrinsically. They have positive feelings about the way they are treated in the classroom where they are studying. They may not be learning anything 'new' but learning better how to use what they already know.

Based on the curriculum and syllabus in SMA N 4 Pekanbaru, explains that the students have ability in speaking as follows:

1. The students are able to convey the meaning in conversation in transactional and interpersonal formal and non formal accurately and fluently and also accept it to use oral language that is included in introducing, meeting to apart, expressing happy, showing attention, agreeing invitation/ bargaining, showing sympathy, giving instruction in daily context.
2. The students are able to convey the meaning of functional and monolog text in form of recount, narrative and simple procedure in context daily life.
3. The students are able to convey the meaning in short functional in oral text, such as announcement, advertisement and invitation formal and non formal in various situations context.

Speaking is a crucial part of foreign language learning and teaching. Furthermore, Harmer (2001:275-276) says that the teacher needs to play a number of different roles during speaking activities, they are:

a. The teacher as prompter

Students sometimes get lost, cannot think of what to say next, or in some other ways they lose the fluency. The teacher may be able to help them and the activity to progress by offering discrete suggestion.

b. The teacher as participant

At the other times, however, teachers may want to participate in discussion or role plays them. In such circumstances, they have to be

careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

c. The teacher as feedback provider

When students are in the middle of a speaking activity, overcorrection may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. Everything depends upon the teacher's act and the appropriateness of the feedback given by the teacher in particular situation.

Correlating with the teacher as feedback provider, Kalayo (2007:49) says that, there are two feedback techniques, they are:

- a. Paraphrase a student's utterances modeling the correct forms.
- b. Ask to students to clarify their utterances, providing paraphrases of their own.

In teaching and learning process, the teacher should have basic skills or knowledge in teaching and learning process, especially in teaching speaking, the teacher should work hard to make the students to study in speaking class. There are some activities in speaking class. Harmer (2001: 271-275) mentions them as follows:

1. Acting from a Script

Teacher gives time to students to rehearse their dialogue before they are asked to perform. Where the whole class is working on the same dialogue, teacher can begin with script such as drawing attention to

appropriate stress, intonation, and speed. So, students can be active in their speaking.

2. Communication game

Teacher can create the communication game such as describing and drawing, describing and arranging, finding the similarities and differences between pictures, and twenty questions. Games which are designed to make students easier to speak and can express their ideas or opinions.

3. Discussion

Teacher can make groups of students with different subject, so the students can share their ideas about the subject or find the solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students can learn how to express and justify themselves in polite ways while disagreeing with others.

4. Prepared Talks

Teacher gives task to students in pairs or group. Before they make presentation on a topic, they can prepare talks “writing-like” than spoken orally. However, if possible, students should speak from notes rather than from a script. So, they can communicate with others to exchange the information.

5. Simulation and role play

Simulation is very similar to role play, but what makes simulation different from role play is in simulation students can bring items to the

class to create a realistic environment such as a business meeting or an interview. In role play activities, the teacher gives information to the students such as who they are and what they think or feel. It is good way to make students try to express their ideas.

Besides that, Ur (1996:120) mentions the characteristics of a successful speaking activity as follows:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is a fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participant. All get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective

4. Language is of an acceptable level

Learners express themselves in utterances those are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2. Nature of Discussion

Discuss is to talk about something with other people, especially in order to decide something (Oxford advanced Learner's Dictionary: 377). Besides, Gilman, Aly, White in Rustica and Anadeta (2005: 306) stated that discussion as free consideration and uncontrolled about one or some problems by a group who cooperate, speak together with the members.

As Wilbert Mc. Keachie (1999) in Yuliana (2007: 7) says that discussion are more effective for the goals of retention, application, problem solving, attitude change and motivation for learning. Therefore to achieve successful in classroom discussion the both the teacher between students should work together.

In discussion, students are usually divided into group discussion. Then they have to presents their papers to others in the classroom. Other students are as audiences. The audiences can give comments, questions and ideas. According to Muhibbin Syah (1995:205) in Siti Aminah (2008:20) states that discussion method has several functions in teaching and learning process. They are as follows:

1. Motivate the students to think critically.
2. Give a chance to students to express their ideas.
3. Motivate the students to solve the problem.
4. Give an opportunity to students to take one or more alternative answer.
5. Solve the problem based on an accurate consideration.

Effective classroom discussion is very necessary. So, the students should have ability to grow their skills. The function of the classroom discussion is to make students talking to other students. It means that many students are involved in talking to one another one as possible. Students are practiced how to talk to and listen to teacher as well. There are some strategies in effective classroom discussion. They are stated in the following points:

1. Set clear expectations for students' participation in discussion sessions.
2. Control and use classroom space strategically.
3. Use eye contact purposefully and strategically.
4. Avoid open question or call on individual students.
5. Ask good question.

Usually, discussion is used as an activity in the class. So, to make the class discussion a success, arrange the classroom in such a manner that the teacher is a part of the group. If possible, arrange for the group to sit around a table, so that the students can see each other. Use the discussion only when classes are small enough to allow everyone a chance to take part.

There are some techniques in discussion that can be used by teacher for students in speaking activity:

1. Turn to your neighbor

This is the easiest structure to implement. A problem or question is posed; students turn to a classmate sitting next to them to discuss their answer. Give the students a specified amount of time to discuss (30

seconds). This method gives students only a brief amount of time to discuss a particular answer or idea. Use this when a problem or question has a simple answer and teacher wants the students to provide a quick response. The purpose is to give every student a chance to respond and to become used to responding to questions or problems.

In a pair, one student may dominate the discussion. Teacher may have to prompt students to allow both to have time to discuss. Teacher may feel that following students to discuss in pairs may seem to disrupt the flow of the lesson.

2. Think – Pair- Share

This technique is similar to Turn to Your Neighbor. After the teacher poses a problem or question, students think alone about the question for a specified amount of time (30 seconds). Then, students formed pairs to discuss the problem or question. The time can vary depending on the question and how the discussion is going within the pairs. In a final step, students share their thought with the entire class. At the beginning of a semester teacher may not call on students to respond, only those willing to share.

The intention of this technique is to foster short class discussion. Pairs share what they have discussed with the entire class. Other students can respond what they said or they can share what they discussed with their own partners.

Initially, students may be reluctant to share their answers with the whole class. It may be necessary to use this technique several times before they are comfortable with it. Teacher can foster more participation by letting students know that they can share what they said or what their partner said.

3. Think-Pair-Squared-Shared

This technique is similar to Think-Pair-Share. A step is added before students share with the class. First, student pairs turn to another pair and discuss what they have shared within their first pairs. Then, the pairs share with the class. This technique fosters short discussions. The discussion will lead into a discussion with the entire class as pairs volunteer to share or are randomly called upon to share.

It is important for the teacher to make sure that the pairs are matched up with other pairs, and that pairs have equal participation and that constructive sharing takes place. If teacher is concerned about a pair dominating the conversation, give each pair a specified amount of time to share their answer. Remind the pairs that they do not have to accept the other pair's response, but they do have to show respect for the pair.

4. Round Robin

This technique works best if students are in groups (3-5 students). Pose a problem or question and the students go around the circle quickly sharing their ideas or answers. This technique is a good one to use to elicit quick responses from students. Allow the students to offer answers

until teacher tells them to stop. Give the students one opportunity to pass on answering.

At the end the group shares their answers and ideas with the class. Teacher can randomly call on individuals to share and allow the others in the group to clarify what was said.

This technique is great for brainstorming discussions. The purpose is for students to generate as many answers or ideas as possible in a given amount of time. After asking a question or posing a problem, the teacher monitors the students to determine if equal participation is taking place. The teacher also monitors to see that students do not criticize answers or ideas that are given. Critique of answers or ideas could follow if the teacher wanted to extend the technique.

The greatest challenge is making sure that every student is involved in sharing and answering and ideas are not criticized while the technique is in process. Getting students into groups also can be a slight challenge.

5. Line-Ups

This technique requires more time than Turn-to-Your-Neighbor, Think-Pair-Share, Think-Pair-Share-Square. Students' line can be used based on some criteria, such as height, birthday or alphabetical. If the teacher had students lining up by height the tallest person would be talking to the shortest person. Then, students discuss with the person in front of them. The discussion can go as long as teacher feels it is

productive. Then, teacher can take volunteers to share with entire class or teacher can randomly call on the students.

This technique can foster great discussion. It allows students to move out of their seats and forces them to talk with other students. Teacher will need to make sure that teacher has enough room to students form a line and then fold the line. The first time teacher uses this technique allows her / his students enough time to form a line and then fold the line. As same as with other techniques, it can also be a challenge getting equal participation.

6. Value Lines

This technique takes the longest to conduct. It is used when the teacher wants the students to take a stance on an issue. The instructor reads a statement and then each other stands on one side or the other of an imaginary line. One side of the line is for those agreeing with the statement and the other side is for those disagreeing with it. Then, the students Turn-to-Their-Neighbor (on their side of the line) to discuss why they agreed or disagreed with the statement. Then, each pair turns to another pairs across the line and discusses. Teacher can randomly call on an individual to share with the class. Students can also share with they heard from individuals with different opinions from theirs.

This technique can lead to lengthy, involved, and often hotly debated discussions. Students have the opportunity to move out of their seats and are exposed to a variety of different opinions.

It is important to make sure that teacher has room for the imaginary line. Teacher may also need to facilitate the discussion when pairs with opposing opinions face off.

The greatest challenge is monitoring how students interact with other students having the opposite opinion. Students need to discuss rather than argue. Another challenge is finding interesting topics that will bring about opposing opinions.

7. Jigsaw

Each student has a portion some of set information needed. Students could be assigned a part of a famous person's life, an aspect of war, or the events leading to a discovery. Jigsaw can also be used to divide an assignment so that each group member does a part. Then, the group can split and find other class members who are going to learn some topic. After they acquired information, they go back to their group, and provide them the details that they have learned. No one has complete piece of information, so this strategy builds interdependency. Group members need each other to obtain the full experience.

8. Sharing Limited Resources

Sharing limited resources is another way to create positive interdependence. Teacher gives paper/boo/quiz to a group and help group members to complete an assignment. Limiting resources is important, not only in light of budget constrains bit also the best way to increase the chances that cooperation will occur within the group.

9. Question and Answer Pairs

Question and answer pairs alternate asking and answering questions on assigned reading or as a great review activity before a test. Students seated in large circle. They number of 1-2-1-2 etc.... The first told that they will not be moving. The second told that they will be moving through out the activity. The questions can be asked in the end of chapter review questions, or something more developed like a fun worksheet that asks a series of questions pertinent to your curriculum. A first and second person pair up, and try to decide what the best answer for the question. Teacher need to measure the amount of time before the second person told to move to their friend, and meet the first person. Then, they answer the next question on the review sheet. This continues as the second person circle around the room until they back at their own original seat. Students should be encouraged in place a check by any questions that they are sure. They do not feel confident on, they can revisit on their own studies. The students not only receive the benefit of being able to talk to each other one by one, but also meet a half of the class.

10. Advanced Preparation Pairs

Students write a short analysis paper summarizing about the opinion of an assigned reading for the class. Students bring copies of the paper to the class. The members of their group or discussion pair will listen to the team read the paper, then edit, evaluate the paper. Criteria

for review can be predetermined by teacher, class or peer group. Each group can select the “outstanding” paper as they deem it. Then in large group, it can be discussed as to why it stood out from the others.

B. Relevant Research

The research is relevant to the some previous researches conducted by some researchers. They are as follows:

1. Afriani (2004) entitled: “The English Teachers’ Technique on Teaching Speaking at State Islamic Senior High School Tanjung Pinang”. She found that, the teacher uses some techniques such as teacher gives the students opportunity to express their ideas, teacher uses English, teacher ask the students to present a brief dialogue, and teacher reinforces the students as well as possible.
2. Hudaria (2002) entitled: “A Study on the Teachers’ Effort in Improving Speaking Skill of Language Majoring Students at MAN 1 Pekanbaru”. She found that the efforts from teacher are teacher use model of dialogues, communicative games, drills and information gap activities.
3. Umi Salamah (2007) entitled: “A Study on Teachers’ Efforts in Developing the Students’ English Proficiency at Junior High Schools in Seberida”. She found that the teachers’ efforts are giving score, giving reward, giving competition, giving appreciation and giving test.
4. Anisya Syamsul (2008) entitled: “The Teachers’ Efforts in Motivating Students to Speak English at Bahrul Ulum Islamic Boarding School”. The

researcher focuses on the effort that should be taken by English teachers to motivate their students. Those efforts are making the effort by providing charts, setting goals, progressing makers, giving the questionnaires, and giving feedback sheets.

C. Operational Concept

The operational concept is used to give the limitation of the theoretical framework in order to avoid misunderstanding and misinterpretation toward this research. According to Hornby (1989:240) concepts is idea underlying something general notion. In this research plan, the researcher interprets the concept into particular words in order to be operated and measured easily and clearly.

The main activity of learning process is discussion. The implementation of discussion technique in teaching speaking can be seen in the following indicators:

- a. English teacher instructs the students to work in pairs or group.
- b. English teacher gives the time to students to express their ideas and instructs them to practice.
- c. English teacher manages the classroom when discussion begins.
- d. English teacher supervises the students' activity when they discuss.
- e. English teacher helps the students when they have difficulties in discussing the material.
- f. English teacher controls the groups one by one.

- g. English teacher motivates and builds the students' confidence by giving reward (high score and complement 'good') when the students practice or present their result of discussion.
- h. English teacher collects the papers of the result from discussion activities.

The factors that influence the implementation of discussion technique in teaching speaking can be seen in the following indicators:

1. Internal factors

- a. English teacher uses media in discussion activities.
- b. English teacher prepares the material better.
- c. English teacher receives the opinions from each group.
- d. English teacher take cares of students' discipline.

2. External Factors

- a. The time is not enough to implement of discussion technique.
- b. The facilities are not providing enough.
- c. Not all the students enjoy in discussion activities.
- d. The material is too long to do discussion.
- e. The students have different ability in speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the research

This research was descriptive quantitative. This research described the implementation of discussion technique in teaching speaking activities at first year of SMAN 4 Pekanbaru.

B. Time and Location of the research

This research was conducted at SMAN 4 Pekanbaru which is located on Jl. Adisucipto Pekanbaru. This research was conducted from November to December 2009.

C. Subject and Object of the research

Subject of this study was English teacher. Meanwhile, the object of this research was the implementation of discussion technique in teaching speaking activities at first year of SMAN 4 Pekanbaru.

D. Population

The population of this research is English teacher who teaches at the first grade. So, the researcher takes her as respondent to get the data.

E. Technique to collect data

To collect the data involved to this study, the researcher applies techniques as follow:

a. Observation

According to Suharsimi (2006:156), observation is an activity which is concerned toward some objects by using eyes and can be called direct observation. This method is carried out to observe the Implementation of discussion technique in teaching speaking. In this technique, the researcher observes directly about activities teachers do in discussion technique and write some notes. The researcher needs four times to observe the implementation of discussion technique in teaching speaking.

In this observation, there are several steps which are done by the researcher. Firstly the researcher saw how did the teacher explain the material and how did the teacher do discussion technique. Secondly, the researcher wrote some notes about the activity of discussion technique. Thirdly, besides the researcher wrote some notes, the researcher used checklist form to complete the information.

b. Interview

This technique was used to obtain some data by asking some questions directly to the teacher. This is used to identify discussion technique that applied by the teacher. Rea and parker (1992) in Nana Syaodih (2006:84), states several advantages from direct interview. They are:

1. Flexibility; the questions can be asked verbally or written and answered forthwith and some questions which are not clear or doubt can be clarified directly.
2. Greater complexity; the researcher can be asked the complex questions.
3. Ability to contact hard – to – reach populations; enabling to collect the data form the sample which are difficulties to be contacted by telephone or letter.
4. High responses; possibility to give bigger answer than equate through post.
5. Assurance that instructions are followed; possibility the responder gives the answer which is expected by the researcher.

In this interview, the researcher uses semi structured. In this case, firstly interviewer asks some questions which are structured. Then, one by one the interviewer asks to more information completely. So, the answers can cover all variables with complete information. Then, the researcher wrote the result from the interview.

F. The Data Analysis Technique

In this research, the data analyzed by using expected number with percentage. The data analysis technique used the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where: P= Percentage

F= Number of Frequency

N= Total of score

After that the percentage is interrupted into qualitative words. The researcher find out the category of the implementation of discussion technique in teaching speaking activities at first year of SMAN 4 Pekanbaru can be seen as follows:

| | |
|--------|---------------|
| Good | (76 % - 100%) |
| Enough | (56% - 75%) |
| Bad | (40% - 55 %) |
| Less | (0% - 39%) |

CHAPTER IV

DATA PRESENTATON AND ANALYSIS

This chapter presents the research findings found by the researcher in doing the research on teacher practice of discussion technique in teaching speaking at SMAN 4 Pekanbaru. The instruments used by the researcher were observation and interview. The first one is utilized to get some primary data. In addition some aspects, which probably cannot obtain the secondary data which might strengthen the first data collected.

A. Data Presentation

1. Data Presentation of Observation

Observation : I
Day/Date : Monday, November 23rd 2009
Name of Teacher : Dra. Erna
Theme : Expressing sympathy and give Responses.

TABLE IV.01

| NO | Observation Aspects | Yes | No |
|----|--|------|------|
| 1 | English teacher instructs the students to work in pairs or group. | √ | |
| 2 | English teacher gives the time to students to express their ideas and instruct them to practice. | √ | |
| 3 | English teacher manages the classroom when discussion begins. | √ | |
| 4 | English teacher supervises the students' activity when they discuss. | | √ |
| 5 | English teacher helps the students when they have difficulties in discussing the materials. | √ | |
| 6 | English teacher controls the groups one by one. | | √ |
| 7 | English teacher motivate and builds the students confidence by giving reward (high score and compliment "good") when the students practice or present their result of discussion | √ | |
| 8 | English teacher collects the papers of the result from discussion activities. | | √ |
| | Total | 5 | 3 |
| | Percentage | 62.5 | 37.5 |

Based on the first observation above, the researcher takes conclusion that the answer Yes is 62.5% and the answer No is 37.5%

Observation : II
 Day/Date : Tuesday, November 24nd 2009
 Name of Teacher : Dra. Erna
 Theme : Find out the orientation, complication, and resolution

TABLE IV.02

| NO | Observation Aspects | Yes | No |
|-----------|--|------------|-----------|
| 1 | English teacher instructs the students to work in pairs or group. | √ | |
| 2 | English teacher gives the time to students to express their ideas and instruct them to practice. | √ | |
| 3 | English teacher manages the classroom when discussion begins. | √ | |
| 4 | English teacher supervises the students' activity when they discuss. | √ | |
| 5 | English teacher helps the students when they have difficulties in discussing the materials. | √ | |
| 6 | English teacher controls the groups one by one. | √ | |
| 7 | English teacher motivate and builds the students confidence by giving reward (high score and compliment "good") when the students practice or present their result of discussion | √ | |
| 8 | English teacher collects the papers of the result from discussion activities. | √ | |
| | Total | 8 | 0 |
| | Percentage | 100 | 0 |

Based on the second observation above, the researcher takes conclusion that the answer Yes is 100% and the answer No is 0%

Observation : III
 Day/Date : Monday, November 30nd 2009
 Name of Teacher : Dra. Erna
 Theme :Text Procedure

TABLE IV.03

| NO | Observation Aspects | Yes | No |
|-----------|--|------------|-----------|
| 1 | English teacher instructs the students to work in pairs or group. | √ | |
| 2 | English teacher gives the time to students to express their ideas and instruct them to practice. | √ | |
| 3 | English teacher manages the classroom when discussion begins. | | √ |
| 4 | English teacher supervises the students' activity when they discuss. | | √ |
| 5 | English teacher helps the students when they have difficulties in discussing the materials. | √ | |
| 6 | English teacher controls the groups one by one. | √ | |
| 7 | English teacher motivate and builds the students confidence by giving reward (high score and compliment "good") when the students practice or present their result of discussion | √ | |
| 8 | English teacher collects the papers of the result from discussion activities. | √ | |
| | Total | 6 | 2 |
| | Percentage | 75 | 25 |

Based on the third observation above, the researcher takes conclusion that the answer Yes is 75% and the answer No is 25%

Observation : IV
 Day/Date : Tuesday, December 1st 2009
 Name of Teacher : Dra. Erna
 Theme :Direct and indirect sentences

TABLE IV.04

| NO | Observation Aspects | Yes | No |
|----|--|-----|----|
| 1 | English teacher instructs the students to work in pairs or group. | √ | |
| 2 | English teacher gives the time to students to express their ideas and instruct them to practice. | √ | |
| 3 | English teacher manages the classroom when discussion begins. | √ | |
| 4 | English teacher supervises the students' activity when they discuss. | √ | |
| 5 | English teacher helps the students when they have difficulties in discussing the materials. | √ | |
| 6 | English teacher controls the groups one by one. | | √ |
| 7 | English teacher motivate and builds the students confidence by giving reward (high score and compliment "good") when the students practice or present their result of discussion | √ | |
| 8 | English teacher collects the papers of the result from discussion activities. | | √ |
| | Total | 6 | 2 |
| | Percentage | 75 | 25 |

Based on the fourth observation above, the researcher takes conclusion that the answer Yes is 75% and the answer No is 25%

2. Data Presentation from Interview

Besides presenting data gathered from observation, the researcher also collects the data from interview instruments intended to figure out the teaching knowledge about the implementation of discussion technique in teaching speaking. So, the questions given by the researcher to the teachers were regarding the technique applied. This interview was qualitative aiming to supporting the data of observation. The data from this interview were directly asked to the English teacher, and here are the data gotten from interview as follows:

1. Why do you combine Indonesian and English in teaching and learning process?

“In my classroom, not all of the students can understand what I say if I use English all, so I combine it with Indonesian. Sometimes, I use English in teaching and learning process when I give them simple instructions. But, when I explain the material, I combine Indonesian and English. It can make the students easy to understand, and make them enjoy in learning speaking, because they understand what I say to them”.

2. In your opinion, why are the students shy to speak English?

“Not all of the students are brave to speak English, and sometimes, they are shy to speak. They are shy to speak English because they don't have high self-confidence and they are afraid of making mistakes in speaking. We

know that when one of the students get mistakes in speaking, other friends laugh him/her. Sometimes they are afraid because they don't have many vocabularies to speak in front of the class. So, they choose to keep silent.

3. What is your opinion about mistakes made by students in speaking?

“We know that the students still learn about English. So, they are often making mistakes. But, we can see from their knowledge, if they have high knowledge in speaking English, so, they can avoid the mistakes. Some of the students are lacking of knowledge and get difficult in speaking English, so, they get many mistakes. When they get mistakes, I always correct their mistakes after all of them perform”.

4. What is your idea to motivate the students to speak?

“I motivate them by giving score. If they want to get a high score, they must speak in discussion or in front of the class. So, some of them can study hard to speak English. But when some of them are still shy to speak, and don't want to speak in front of the class, I give them chance to practice their speaking in next meetings. So, they can study at home first, after that they can continue their practice in speaking.

5. Do you always use discussion in teaching speaking?

“Not all material in speaking I use discussion, because the number of the students is very large, so it is difficult to control them and also it depends on the materials taught. I sometimes instruct them to make tasks in pairs”.

B. Data Analysis

The data analysis of this study refers to analysis of the results of the research that has been collected through observation and interview. The two instruments were used to collect the data. As it was stated in previous chapter that descriptive quantitative technique used to analyze the data in this research finding.

This technique uses percentage in which it is divided into two categories. Firstly is qualitative. Qualitative is drawn by words. Secondly is quantitative. Quantitative is drawn by numerical based on the result of the enumeration.

TABLE IV.05

RECAPITULATION OF TEACHER OBSERVATION

| No | Number of Items | Observation Time | | | | Total (F) | Percentage (%) |
|----|-----------------|------------------|------|-------|-------|-------------|------------------|
| | | 1 | 2 | 3 | 4 | | |
| 1 | 1 | √ | √ | √ | √ | 4 | 100% |
| 2 | 2 | √ | √ | √ | √ | 4 | 100% |
| 3 | 3 | √ | √ | – | √ | 3 | 75% |
| 4 | 4 | – | √ | – | √ | 2 | 50% |
| 5 | 5 | √ | √ | √ | √ | 4 | 100% |
| 6 | 6 | – | √ | √ | – | 2 | 50% |
| 7 | 7 | √ | √ | √ | √ | 4 | 100% |
| 8 | 8 | – | √ | √ | – | 2 | 50% |
| | Total | 5 | 8 | 5 | 7 | 25 | |
| | Percentage | 62.5% | 100% | 62.5% | 87.5% | 312.5% | 78.12% |

From recapitulation above, the score is $P = \frac{25}{8} \times 100\% : 4 = 78.12\%$

So, the result of the implementation of discussion technique in teaching speaking at first year of SMAN 4 Pekanbaru is good.

To analyze the factors influence the implementation of discussion technique, the researcher completes the information through interview. There are some factors influences the implementation of discussion technique in teaching speaking at SMAN 4 Pekanbaru. The factors are:

1. The Students

Based on the data that have been collected from observation and interview, it can be seen that the students shy to speak in discussion activities. So, not all of the students practice their speaking and present their result in front of the class.

2. The Teacher

Based on the findings, it is clear that the English teacher do not implement some practices those are important in teaching speaking.

3. The facilities

In teaching and learning process, facility is one of the supports to get successful attainment in education, for examples, language laboratory and some media. Therefore, the function of the laboratory is very important to get real exercises in speaking. While, media is important things to practice speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this thesis, the researcher takes conclusion that the teacher practice of discussion technique in teaching speaking at SMAN 4 Pekanbaru is categorized into “good”. It can be seen from the observations done by the researcher. The researcher finds that the teacher implements some practices in discussion. There are some of teacher practices done by the teacher, as follows:

1. English teacher makes small group.
2. English teacher gives the time to students to express their ideas.
3. English teacher manages the classroom when discussion begins.
4. English teacher supervised the students’ activity after they discuss.

It is also supported by the theories from the experts. Even though the teacher do not implement all of the practices which are explained from the experts, but the teacher succeed in practice discussion technique. The second formulation is about the factors influence the implementation of discussion technique in teaching speaking. The factors are:

1. The students lack of vocabulary.
2. The students are shy to speak English.
3. The time is not enough to speaking discussion.

B. Suggestion

Based on the result of the research, the researcher would like to offer some suggestions to be considered. They are as follow:

1. The teacher should learn how to enhance their ability in teaching speaking and to establish a good atmosphere in the class. Thus, the students feel happy and enthusiastic in speaking.
2. The teacher should give different material in discussion, and
3. The teacher must make students be confident in speaking.

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