**ABSTRACT**

**HASMAWATI.** *Increasing Speaking Ability through Forced Contribution Group Discussion of the Second Semester English Students of Moslem University of Indonesia*(supervised by Arifuddin Hamra and Syarifuddin Dollah).

 The objectives of the this research were to find out: (1) Does the use of forced contribution group discussion increase the students' speaking ability and (2) Are the students interested in speaking English through forced contribution group discussion. This research employed quasi experimental method, with non-equivalent control group design. This research assigned two groups namely experimental group and control group. Each group consisted of 25 students, where the sample was taken by using cluster random sampling. The data obtained through the speaking test and students’ interest were analyzed by using descriptive statistics and inferential statistics through SPSS program version 17.0. In conducting the research, the researcher applied forced contribution group discussion technique to increase the students’ speaking ability which covered the three components of speaking. Besides, the researcher used questionnaire to see the students’ interest toward the application of forced contribution group discussion.

 The research result showed that there was a significant different between the result of posttest of experimental and control group, where the mean score of posttest of experimental group was 80.00 which was higher than the mean score of posttest of control group was 60.89. The value of p-value or significance (2-tailed) shows that p-value or significance (2-tailed) is smaller than α (0.00 < 0.05). In other words, H1 was accepted and H0 was rejected. Furthermore, the data that were collected from questionnaire showed that the students were in scale of 79.12 toward forced contribution group discussion which was categorized as high interested. Then, it is concluded that forced contribution group discussion gave a greater contribution to the students’ speaking ability. It was proven by the result of descriptive statistics and inferential statistics in testing the students’ score either in pretest and posttest.

**ABSTRAK**

**HASMAWATI.** *Peningkatan kemampuan berbicara siswa jurusan bahasa Inggris semester dua melalui forced contribution group discussion di Universitas Muslim Indonesia* (dibimbing oleh Arifuddin Hamra dan Syarifuddin Dollah).

Penelitian ini bertujuan untuk melihat (1) Apakah penggunaan teknik forced contribution group discussion meningkatkan kemampuan berbicara siswa semester dua Universitas Muslim Indonesia dan (2) Apakah para siswa tertarik untuk berbicara dalam bahasa Inggris dengan menggunakan forced contribution group discussion. Penelitian ini menggunakan metode quasi experimental dengan menerapkan kelas kontrol dan satu kelas eksperimen. Setiap kelas terdiri dari 25 siswa dimana sampelnya ditentukan dengan menggunakan teknik cluster random sampling. Data yang diperoleh dar hasil tes dianalisa dengan menggunakan inferential statistik melalui program SPSS 17.0. Dalam melaksanakan penelitian peneliti mengaplikasikan teknik forced contribution group discussion untuk meningkatkan kemampuan berbicara siswa yang meliputi tiga komponen yaitu ketepatan, kelancaran dan kebermaknaan. Disamping itu peneliti juga menggunakan angket untuk melihat ketertarikan siswa terhadap pengaplikasian teknik forced contribution group discussion.

Berdasarkan hasil analisa data, ada perbedaan yang signifikan antara hasil postest dar kelompok eksperimen dan kontrol, di mana rata-rata skor posttest dari kelompok eksperimen adalah 80.00 yang lebih tinggi dari skor rata-rata posttest kelompok kontrol yang hanya 60.89. Skor akhir nilai t-test dalam kemampuan siswa juga menunjukkan bahwa p-value atau signifikan. (2 tailed) lebih kecil dari nilai α (0.00 < 0.05). Dengan kata lain, H1 diterima dan H0 di tolak. Disamping itu, data yang diperoleh dari angket dengan skala 79.12 dikategorikan ketertarikan yang tinggi. Hasil penelitian menunjukkan bahwa ada peningkatan pada kemampuan berbicara siswa antara pretest dan posttest pada kelompok eksperimen setelah perlakuan sehingga dapat disimpulkan bahwa teknik diskusi forced contribution memberikan kontribusi lebih baik untuk meningkatkan kemampuan berbicara siswa. Hal ini dibuktikan dengan hasil statistik inferensial dalam menguji nilai siswa baik dalam pretetest maupun dalam posttest.