

CHAPTER I

INTRODUCTION

This part presents background of the study, statement of the problem, purpose of the study, the significance of the study, scope and limitation, definition of the key term, review of related literature and graduating paper organization.

A. Background of the study

English is an international language, which is used to distribute useful international information for the people in the world. Most people are asked to be able to use English because, by doing so, it will be easier to communicate with people in another country. It is considered important in order to absorb and develop science, technology, and culture. Because of its English is very important in our life.

In Indonesia, English is a foreign language that we have to learn in education world. It is one of the compulsory subjects at the junior high school, senior high school, and university. Students learn English to get knowledge, information, and to be able to use English fluently. As a foreign language, English at junior high school and senior high school is very complex, so teaching English needs more attention. Usually teaching English is indeed to develop and to enhance the students' competence in four language skills: listening, speaking, reading and writing.

In order to achieve those four language skills, the language components such as grammar, vocabulary, pronunciation, and spelling are also given to the students. In this matter, speaking can help the students' to be able to speak brave and fluently with another person or foreigner. But sometimes they think that

learn English especially in speaking is so difficult. They think if they do not master English, they will not be able to follow the development of the world.

Speaking consists of producing systematic verbal utterances to convey meaning (utterance are simply thing people say). Speaking is an interactive process of constructing meaning that involves producing receiving and processing information.¹ Spoken language production is often considered one of the most difficult aspects of language learning. In reality, many language learners find it difficult to express themselves in spoken language in the target language.²

People often indicate that someone has used foreign language to communicate with the others just need simple thing. That is how the people who are communicating with us can understand what we said. On the other hand, we understood what they said. There are two paradigms of English, namely "English accidence and English as means of communicate".³

In this research, the writer takes two previous researches. The researcher considers the use of groups discussion can help develop the students' skill of speaking. Group's discussion is a modern method of assessing student's personality. Groups Discussion assists the students in Stimulation of thinking in a new way, Expansion of knowledge, Understanding of your strength and weakness, your true personality is revealed and qualities of leadership crystallize.

To support this research, the writer takes review of related literature from the other graduating paper. The first research arranged about the influence of group discussion to writing skill. She conducted her research in Mts N 1 susukan

¹ Kathleen M Bailey Series Editor: David Nunan, *Practice English Language Teaching Speaking* (Singapore: The Mc Graw-Hill Companies, 2005), 67

² Nguyen Hoang Tuan, Factors Affecting Students' Speaking Performance at Le Thanh Hien High School, *Asian Journal of Educational Research*, Vol. 3, No. 2; 2015.

³ Jeremy Harmer, *The Practice of ELT* (London and New York; Longman, 1991), 21

for the second grade students in the academic year of 2008/2009. The findings are there is a difference of experiment group taught by discussion and control group taught with conventional strategy. So the group which is taught by group discussion is better (Migiyawati, 2009)⁴.

Groups Discussion is good for students. Because this technique is attractive, it can make students are motivated and students are busier to have a conversation in the class with their classmate (Aziz, 2013).⁵ In her research, he found psychological factor of the students. In other research to improve their speaking this technique is not only attractive but joyful, so that no students keep silent because almost all of them are busy with their works. The students do conversation with their group or pair. In other study, all of the students with groups' discussion can improve their speaking. In their research it is very good method to improve English ability (Annetta, 2011).⁶

The researcher said that Frankly speaking, some English lecturers are only able to blame their students because of their limited skill in speaking English. In the other words, the lecturers rarely discuss about the technique used in the teaching process, especially speaking class. Though, lecturer also becomes a factor that determines whether or not the students can develop their speaking skills well. Finally, it could be concluded that Small group discussion better improved the student's' speaking skill. The rule of friends found in small group

⁴ Migiyawati, The Influence of Group Discussion to Writing Skill of The Second Year Students of Mts N 1 Susukan Semarang In The Academic Year Of 2008 /2009. Salatiga: Graduating Paper STAIN Salatiga. 2009

⁵ Fathul Azis, Improving Speaking Skill By Using Group Discussion, *Journal de Physique III (JP3)*, Volume 1, No. 13; Agustus 2013.

⁶ Annetta, In-class Reflective Group Discussion as a Strategy for the Development of Students as Evolving Professionals, *International Journal for the Scholarship of Teaching and Learning (IJ-SoTL)*, Vol. 5, No. 1, Art. 7; January 2011.

discussion technique became the main factor that influences students' speaking skill. It means applying small group discussion gave students more chance to be involved in the class speaking (Antoni, 2014).⁷

In her research, the writer followed the sequences of the Small Group Discussion Method. most students felt interested in the process of learning activity and involved in their group during the discussion time. The result of the research showed that Small Group Discussion Method was able to improve students' achievement in asking and giving opinion (Lubis, 2012).⁸ Another research, Classroom Discussion is a method that can be applied in teaching English, especially to improve the ability of speaking. In this method, hopefully, the students get a big opportunity to express their own ideas and it can arouse their motivation to speak in the classroom (Kusmaryati, 2009).⁹

Some teachers in their teaching English at some schools have not been successful, especially in oral communication. There are some reasons for the problem that led to the failure of teaching English for oral communication or speaking: "Some teachers cannot present the material as well as possible. It means that they do not use good technique how to make the students are interested in the subject. Students have no motivation to learn English. Limited mastery of vocabulary, so making them unable to utter what they have.

⁷ Rivi Antoni, Teaching Speaking Skill Through Small Group Discussion Technique at The Accounting Study Program, *Journal of Education and Islamic Studies*, Vol. 5, Num. 1; January-June 2014

⁸ Azhar Aziz Lubis, *Improving Students' Achievement in Speaking through the Application of Small Group Discussion Method (SGD) of eleventh grade IPA-2 at SMA Negeri 1 Sei Rampah*. Unpublished thesis Fakultas Bahasa dan Seni Universitas Negeri Medan. 2012

⁹ Sri Endang Kusmaryati, *Improving English Speaking Ability through Classroom Discussion for Students of Ma Nu Banat Kudus in the Academic Year 2008/2009*. Unpublished paper Fakultas FKIP Universitas Muria Kudus. 2009

Environment doesn't support students to converse in English for daily activity (Supyan, 2006).¹⁰

However, it is not only good techniques that the researcher needs to succeed his study. As both the researcher and a teacher, he also builds good relationship with students in and out the classroom. He acts both as a teacher and the friend of the students, therefore his existence would not be a threat for the students. It is true that good relationship he has with the students makes everyone enjoys the process of classroom activities under small-group discussion. It is really a process of an action research, which the process and the result are the mirror whether it is successful or not. In this study, the researcher would say that both the process and the result are satisfying (Hastoyo, 2010).¹¹ The finding revealed that the use of Groups Discussion was effective in giving more opportunity to students to practice speaking English. Also the participants' state groups' discussion helped them in facing their problem in speaking English in the class.¹²

The problem of speaking is also found at MAN 2 Kediri. The cause is related to their language performance, psychological performance, and motivation. Students have no adequate knowledge in presenting language in oral way, in other words they are lack of vocabulary. Such case may lead students to burdened situations which end to the unspoken language. It means students do not speak. Students' low motivation and low awareness of how important of

¹⁰ Muhammad Supyan, *Developing The Students Speaking Through Converse Using Pictorial Technique The Fourth Semester Students at MtsN Grogol Kediri*. Unpublished thesis STAIN Kediri. 2006

¹¹ Sovenda Septa Hastoyo, *Improving Students' Speaking Competence Through Small Group Discussion (A Classroom Action Research in the Fifth Year of MI Al Islam Grobagan Surakarta in Academic Year of 2009/2010)*. Unpublished thesis University Surakarta. 2010

¹² Marthisa Olivia Billik, *Students Participans on the Rule of Groups Discussion in Interpersonal Speaking Class*. Unpublished thesis Universitas Kristen Satya Wacana. 2009

mastering speaking skills, and self-esteem has become the indicators which can be seen clearly. The students tend to make some excuses to avoid speaking.

Unfortunately, most students in XI grade of Senior High School have difficulty to learn speaking skill, because in daily life they do not communicate in English. The students seem to be passive in speaking class, in fact that, their activeness is very important in speaking class. Active participation in the class is important in all the language skills, but especially in speaking. It is important to teach speaking to students, because through speaking they can express and learn to adapt in certain social condition. So as a teacher they should teach speaking in a good way, especially choose a method which suitable with the students.

Based on the preliminary study conducted at MAN 2 Kediri, the researcher found out some problems related to the instructional activities in this school. Those problems are that: the students have low speaking ability; the students have low motivation in learning English. Another problem that prevent the developing of speaking ability of the student is the method that the teachers use. Sometimes the method is not suitable with the students, and makes them boring when joining the speaking class.

Based on the explanation above we have known the reality in learning English especially for second years of MAN 2 Kediri. The research will implement group discussion technique in order to improve students speaking skill. It is important to teach speaking to students, because through speaking they can express and learn to adapt in certain social condition.¹³ In teaching speaking

¹³ Ahmad Munir, *The Implementation of Group Discussion in Teaching Speaking to The Tenth Grade Students of SMA Negeri 4 Surabaya*. Unpublished thesis UNESA Surabaya. 2012

there are many methods that the teacher can use, one of them is using group discussion.

Actually discussion is an activity that most of the students in XI grade of Senior High School familiar with it. It is not difficult to applying this method in the class. One of the reasons why many people suggest using discussion is that this method can develop students' abilities not only in speaking but also developing creative problem solving, reflective thinking, application and evaluation.

Group discussion is one type of discussion method. Most theories of discussion is similar with group discussion, the difference is only in the amount of people who applied this method. In the discussion, all of the students discuss one topic. In the group discussion there are several different topics, so the students should make several groups contains of 3 until 5 students, and each group discuss one topic which is different with the other group. Applying group discussion in speaking class is good, but some teachers do not know how to apply it correctly. The researcher's experience conducting the use of group discussion does not suitable with the theories above. When he was in Senior High school his English teacher applied group discussion in the class, but the teacher could not apply it effectively. Concerning with his experience, many teachers applied group discussion but it did not work so well.

The study found that group discussion is good technique to develop students speaking ability, the researcher in that study applied the group discussion, but what happened after he left the schools, do the teacher can applied the discussion as good as him.

In this research the writer had focus on speaking ability. The students cannot use English even in simple conversation such as asking help, greeting and asking for. Almost all students preferred to keep silent than asking question or respond to their teacher. The researcher hopes by using group discussion, students can learn the language easily, practice the language more confidence with their friends in the classroom and get good speaking skill.

Besides that, to do the teaching learning process of speaking successfully, we need good English teachers. They can speak English well with wide vocabularies, good pronunciation, and intonation, because they will be model for their students.

A good English teacher should have interesting lesson, which motivate the students who will learn nothing if they get bored. The teachers must encourage to students to learn English and to speak English. The teaching English aid is very useful for teaching English, especially in speaking subject. In this case, teachers can use group discussion method.

In line with the importance of English teaching, curriculum is also important in school. It serves as the basic foundation of school, as a plan for creating teaching learning process to the students in the classroom, and to guide or instruct the teaching learning process. Based on information above, researcher will observe about "IMPROVING STUDENTS SPEAKING ABILITY THROUGH GROUP DISCUSSION FOR THE SECOND YEARS OF MAN 2 KEDIRI".

B. The Statement of the Problems

Based on the background of the study above, the researcher tries to describe students' speaking ability through group discussion for the second year's students of MAN 2 Kediri. So the problem, "How Can group discussion improve speaking skill of the second year students of MAN 2 Kediri?"

C. The Objective of the Study

The objective of this study is to improve students' speaking skill of the second year students of MAN 2 Kediri.

D. The Significance of the Study

The researcher is expected to give some information or knowledge for the teacher, the students and the researcher.

1. The teacher

The teacher knows the students' responses when she teaches them. The teacher motivates the students to improve speaking skill through group discussion method. The teacher knows the result of their speaking before and after using group discussion method.

2. The students

The students improve their speaking skill through group discussion method. The students have good motivation and interest to study speaking.

3. The researcher

The researcher gets a very valuable experience to observe the teaching speaking process through group discussion. The researcher knows the

interesting method that can be used to teach speaking through group discussion method in her future.

E. The Scope and Limitation of the Study

The researcher focused her study on speaking using Groups discussion. The subject of the research is the second year's students of MAN 2 Kediri. The research limits this research dealing with the improvement of students, speaking skill of the second grade students of MAN 2 Kediri in the academic year of 2015/2016 through group discussion.

F. Definition of the Key Term

The purpose of the definition of the key terms is to make the terms clear and to avoid misunderstanding of this study; it is necessary to define the key terms. The key terms are defined as follows:

1. Teaching

Teaching is shaving or helping student to learn to do something, guiding in the study of something, providing with knowledge, causing to know or understand for student that want to know English language.

2. Speaking skill

Speaking skill is the ability to speak English fluently based on the topics faces by students in the classroom to express word in order to communicate with others that is suitable with objective, has good teach to present it, make evaluation and manage a classroom. Speaking skill is an

ability to express their sounds, articulation or words as a means of expressing, declaring also conveying thought, idea, and feeling.¹⁴

3. Group Discussion

Group discussion is a method to teaching English leaning in the classroom to help or improve the students make easier to understand English material. Group discussion is a two-steps structure for discussing an issue or question presented by the teacher. In step one, the teacher asks a low consensus question and in step two, the students talk it over. Following the group discussion, students share their ideas with the class. They key issue to share, with as much student interaction as possible.¹⁵

¹⁴ Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1985), 15.

¹⁵ Stone M. Jeanne, *Cooperative Learning and Language Arts: A Multi Structure Approach* _____ publisher: Resource for Teachers San Juan Capistrano, CA