CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss some points that related to the introduction of the thesis. These points are background of the study, the statement of the problem, the objective of the study, the significance of the study, scope and limitation of the study, and the definition of the study.

A. Background of the Study

As we know, language is a communication tool that is used inour life. We use language to express ourselves and interact with others. Language is also a symbol of a unit that we can use to communicate each other,such as social relations, trade, economics, politics, education, etc. All interaction between one human language to another requiremen. Likewise, when we want to express thoughts, ideas or opinions, we need a language.

> " While about English, English is the most Widely scattered of the great speech communities. It is also the most Commonly used auxiliary language in the world. The United Nations uses English not only as one of its official languages but also as one of its two working languages ".[1]

English is a language most widely spread in the community. It is also an additional language most commonly used in the world. United

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[1] http://encyclopedia2.tfd.com/English+language

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Nation uses English not only as one of the official language but also as language for working.

English is an international language. This is because every country in the world uses English to communicate in a variety of fields. Both interaction in political, economic, social, cultural or other forms of interaction, they are more likely to use English.

> "The socio cultural explanation looks at the way people all over the world, in many walks of life, have come to depend on English for their economic and social well being. The language has penetrated deeply into the international domains of political life, business, safely, communication, entertainment, the media and education."[2]

This gives an overview of the state of social culture by seeing people around the world. There are so many people who are independence on English in matters of economic, and social well being. English has penetrated ininternational community, those are in political, business, safety, communications, entertainment, media, and education.

> "As developing country, in which there are many foreign companies and trade relations with other countries, Indonesia needs persons having English commandto ease communication and tie relationship."[3]

As a developing country, where there are many foreign companies and trade relations grow, Indonesia needs someone who has a command of English to facilitate communication.

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[2]David Crystal, *English as a Global Language, Second edition* (Cambridge:Cambridge University Press,2003)p.29.
[3]Bambang Yudi Cahyono, *English Language Education,* ed. S.Nurul M. et.al.(Malang:Department of English Education IKIP Malang,1995)p.76.

In Indonesia, since the beginning of development, English has been taught as a compulsory subject in junior high school and high school. Indonesian needs to improve English of this country in the future. Indonesian also needs English as an international language to communicate with other countries such as access to technology, science and the development and progress of the country.

In English lesson, English is divided into two parts, namely skills and also components. Existing skills in English among others are Listening, Speaking, Reading and Writing. While there is a component of grammar, pronunciation, vocabulary, etc. Learning English was not merely adrift on one part, but the whole of the skill and its components.

> "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"[4]

Peopleoften argue that person using a foreign language to communicate with others, but in a form that's simple. How do people communicate with us familiar with what we say. In addition, we can understand what they say. There are two Englishparadigms, namely accidentals English and English as a communication tool.

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[4]JeremyHarne, *The practice of ELT* (London and Newyork; Longman, 1991)p.21

Lots of learning process in schools that are still in failure or fail in improving the oral skills. Barriers which are often appears follows:
- Several teachers can not present the material as well as possible. This means that they do not use good technique how to make students interested in the subject

- Students do not have the motivation to learn English

- Limited mastery of vocabulary

- Environment that does not support the students to communicate in English for activities in everyday.

A good English teacher should have a method of learning that is interesting and can motivate the students back when they already exist in the saturation point.

A teacher must be able to encourage students to learn and strive to be active in every conversation English. In addition, it was taken motivation by the students so that they have the desire and the courage to speak. In this case, we can take an example of a method that is a discussion group to provide an opportunity for students to practice critical and dare to express their opinions, so this indirectly encourages students to learn speaking English.

Based on the statement above, researcher will observe about"**The Implementation of Group Discussion to Increase Speaking Skill of the Second-Grade Students of MTs Negeri Jombang Kauman Kepung Kediri"**

B. The Statement of the Problem

Referring to the background of study, the statement of the problems is "How can Group Discussion to increase speaking skill of the second year students of MTs Negeri Jombang Kauman Kepung Kediri?"

C. The Objectives of the study

In accordance with the statement of the problem, the objective of the study Group Discussion to increase the students' speaking skill for second grade students in learning English at MTs Negeri Jombang Kauman Kepung Kediri.

D. The scope and limitation

In this study, researcher only describes the implementation of the group discussion method in improving their speaking skill. Researcher took the subject of the students in class VII-B MTs Negeri Jombang Kauman Kepung Kediri. This class consists of 37 students.

E. The Significances of the study

The results of the study will be meaningful for:

1. For English teacher
   - Teachers know the responses of the students when in learning process

- Teachers can motivate students to develop their speaking skills by using group discussion.

- Teachers can find out the result of speaking the students before and after using the focus group method

2. The student

- Students can develop their skills to speak English through group discussion method

- Students can motivate themselves to keep learning speaking

3. For other researcher

For other researcher, to give a reference for those who want to conduct a research in English process, especially in improving the students' English speaking competence in oral presentation

F. The Definition of Key terms

It is necessary to define some key term that related to the study, in order to avoid different meaning to the readers' mind. Therefore, the researcher would like to be fine some key term as follows:

1. Implementation is a process of carrying out a new idea in the form of the new series activity, which is expected to be able to bring some changes

2. Teaching is shaving or helping someone to learn to do something, guiding in the study of something, providing with knowledge to know or understand

3. Speaking (Speaking Skill) is the ability to express the voice, articulation or words as a means of expressing, stating also conveying ideas and feelings[5]

4. 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 ad in step two, the students talk it over. Following the group discussion, students share their ideas with the class. The key issue to share, with as much student interaction as possible[6]

5. MTs Negeri Jombang Kauman Kepung Kediri is a boarding school which is located in Jln. Kebonsari No. 1 Desa Kencong Kecamatan Kepung Kabupaten Kediri

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[5]Tarigan, *Berbicara Sebagai Suatu Ketrampilan Berbahas*a. (Bandung; Angkasa 1985),p.15
[6]Stone M, Jeanne, *Cooperative Learning and language* Arts: A Multi Stucture Approach publisher : Resource for Teachiers San Juan Capistrano,CA