

CHAPTER I

INTRODUCTION

A. Background of the Study

English language as a global language, emphasizing a special role that is recognized in every country.¹ In Indonesia, we use Indonesian language as the main language and English as a foreign language. English has a role as a language of science, technology and art. People are able to communicate in English will be easier to get more information and knowledge. We can see also that actually English material in classrooms do not meet their needs in learning English since students still seek for other places to learn English more.

In Indonesia, English is one of the important subjects especially senior high school. This subject requires them to learn at least four hours a week. Carol J Orwig says that “List the basic language skills (listening, speaking, reading or writing)”.² All skills are very important to be mastered in every school, one of

¹ David Crystal, *English as Global Language* (2003), p. 3.

² Carol J Orwig, *SIL International, Prepare for Language Learning* (1999), p. 7.

which is speaking. Four skills areas of speaking competence are required for effective communication, (Phonological Skills, Speech Functions, Interactional Skills, Extended Discourse Skills).³

Speaking is an integral part of communication and one of language skills learned.⁴ Speaking plays an important social role to human life also it is the most vital tool of communication. Therefore, as a teacher it should be able to facilitate students in speaking so that students are enthusiastic in learning English. Speaking is the first mode in which children acquire language, it constitutes the bulk of most people daily engagement with linguistic activity and it is the prime motor of language change.⁵

However, there is a problem which teachers have been aware of for a long time. It is the problem of the student who is structurally competent but who cannot communicate appropriately. Provide opportunities for students to talk by using

³ David Nunan, *Teaching English to Speakers of other Languages* (2015), p. 53

⁴ Imam Fauzi, *Improving Students Speaking Ability through Small Group Discussion*, English Educational, Vol. 2 No. 2, 2017, p. 131

⁵ Rebecca Hughes, *Spoken English, TESOL and Applied Linguistics* (2006), p. 144

group work or pair work and limiting teacher talk. Pair and group work are the most effective way of increasing students talking time, and have a number of other advantages.⁶

In the development of the education at the present time, there are many kinds that can be used to teach. One of them is small group discussion. Small group discussion could improve the student's speaking skill. Through small group that students can communication or discuss with teachers or friend in the classroom.

A small group discussion is a collection of individuals in the same place in which there are interactions among the members. One of the important components of learning is the opportunity for active practice and feedback. In cooperative learning, a small group of participants work together to achieve a common goal. The goals cooperative learning are positive interdependence, face-to-face interaction, individual accountability with the group, and interpersonal and small group skills. The students often ashamed when to speak English because

⁶ David Nunan, *Teaching English to Speakers of other Languages* (2015), p. 34

they have the low of speaking ability. In the small group I try to improve speaking in the classroom, when I teach in the classroom students are able to speak and learn English but vocabulary they know is so little. That trying to speak English in front of the class feel ashamed. It is important to build the self-confidence of the students to speak. The teacher should make the atmosphere of the class become more fun to build the students' motivation to speak.

The writer is interested in conducting a research entitled "Exploring Small Group Discussion in Method Teaching Speaking" because the writer want to analyze what are the method which are usually used by the teacher in teaching speaking skill to the students. Because teacher's method in teaching speaking are important to achieve the learning objectives. Besides that, the writer also want to know of the students responses related to method the teacher's in teaching speaking skill.

B. Identification of the Problem

The identification of the problems are:

1. The student's English speaking ability is still low.
2. The students are afraid to make mistake when they practice to speak English.
3. The students lack of vocabularies and grammar.
4. The students lazy to bring dictionary.
5. The limited facilities learning at school.

C. Limitation of the Research

From the problems found in the field, it can be seen that there are many factors which cause the problems of the teaching and learning. So, it was impossible to do research to solve all those problems. The researcher focus on the activities used in teaching and learning of speaking. This problem is chosen because fun, interesting, and challenging activities are very important to make speaking learning process more effective and interesting. The writer assumed that there should be some suitable techniques in learning which could motivate the students.

D. Research Questions

Based on the background the study above, the researcher will identify the problems which are in the research will be formulated, such as :

1. How is Small Group Discussion applied in learning Speaking?
2. How is the students respond in speaking using Small Group Discussion?
3. What is difficulties faced by students in learning Speaking?

E. Objectives of the Study

The objectives of the study of this reasearch those are :

1. To find out the strategies used in teach speaking in senior high school MA Al-Khairiyah.
2. To find out the students responses toward small group discussion in method speaking.
3. To know difficulties faced the students in speaking.

F. Significance of the Study

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section.

1. Theoretically

This research hopefully will give some useful information about small group discussion and speaking. This research will also enrich the previous research about the use of small group discussion and speaking.

2. Practically

This study is hoped to be able to contributed the development of the literature study. The writer hope also study can improve speaking abilty in the classroom.

G. Previous Study

Previous research is the basic for researcher is conducting the present research. Hence, researcher gets the new basic/theories to explore the present research. In previous studies, researcher does not find the same as title. First, Argawati (2014) ; “Improving Students’ Speaking Skill Using Small Group Discussion (Experimental study on the First Grade Students’ of

Senior High School)”. The researcher want to know that group discussion can improve the students’ speaking skill and describe how group discussion improve students’ speaking skill. Classroom action research was the method in conducting the data. The result shows that there are some improvements on the students’ speaking skill quantitatively and qualitatively.

Second, Antoni (2014) ; “Teaching Speaking Skill Through Small Group Discussion Technique at the Accounting Study Program”. This study is about the tried to answer the question how small group discussion technique could improve the students’ speaking skill and what factors influenced it. This research used classroom action research as the method in conducting the data. In the cycle 1, it was found that the students’ speaking skill progress in two aspects such as vocabulary and grammar. After doing cycle 2, it was found that the students’ pronunciation, fluency, and comprehension gor progress. The rule of friends found in small group discussion technique became the main factor influences students’ speaking skill.

To confirm the result of the discussion in speaking, and small group discussion, the researcher tried to do another research related to them. The researcher did another research to use small group discussion in teaching speaking. This research was case study. So, the difference between other research and this research was in method using small group discussion in teaching speaking, research methodology, variable setting and participants.

H. Organization of the Paper

These following are how the research organized :

Chapter I : this chapter presents the research foundation including: background of the study, statement of the problems, objectives of study, significance of the study, limitation of the research and organization of the paper.

Chapter II : to keep both research's validity and reliability, the researcher provides knowledge related to the topic such as: theoretical framework, it discuss about small group discussion in method teaching speaking.

Chapter III : how to feed the body of this research by the data are explained here. In this session, there would be research

design, methodology and research finding, research methodology, the time of study, method of study, technique collecting the data.

Chapter IV : consisting of the result and discussion of the research.

Chapter V : this chapter presents the research of conclusion and suggestions.