

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research question, research hypothesis, objective of the research, and limitation of the problem, significance of the research, definition of key terms and organization of the research.

A. Background of the Research

Language is a tool of human communication and it takes an important role in human life, because language and communication is related to each other; it means that language is for communication and no communication without language (Syahrizal, 2016). That is why language is important for human communication system. According to Hartman and Stork (1973) in Kaswan and Suprijadi (2011), language is only used by human for their communication; there are no other creatures that use language as a tool of communication. Moreover, language is not instinct, language is needed to be learned and gained by human.

Language learning exists due to fact that language is learned and gained. Human are develop their competence for communication in language learning, especially the competence in second or foreign language. Indonesia is being a lingua franca, because the most of the regions have their own mother tongue. As explained by Wardhaugh and Fuller (2015:115), a lingua franca is a language which is shared to facilitate communication by people whose mother tongues are different. Subsequently, the other languages which learned by the Indonesian become their foreign languages. One of the foreign languages learned is English.

As English become the international language and since it is the most worldwide used-language, then English is considered as the importance language to learn.

English is taught since the elementary school till university. And in a level of senior high school, students are expected to master English skill, especially speaking skill in order to make them able and set for their future. It is a time when students' speaking skill is built and exposes to make them able to use their English; whether it is for a job interview or communication with foreign colleagues. However, students will find difficult in speaking caused by a lot of things. And this is a problem for the teacher to solve in a classroom.

According to Ur (2009:121), in conducting speaking activities in class, some problems are might be faced, such as students' anxiety toward speaking or inhibition, and nothing to say. Therefore, teacher should consider creating the opportunities for the students by providing the topic to talk. As explained by McArthur (1992) in Kaswan and Suprijadi (2011), one of the requirements for communication is a topic that common to the participants. Teacher may need to look closer at the type of speaking activity in class to make students willing to speak and build classroom environment for the students to engage in genuine communication.

According to Kayi (2006), there are teaching techniques that can help in teaching speaking, such discussion, role play, simulations, information gaps, and reporting. Millrood (2015) also says that there are varieties of instructional techniques to teach speaking, such as role play and dramatization, discussion,

debate, and others. In teaching speaking skill, teacher might be using various media and technique, one of which is discussion. Discussion can be used as a technique in teaching speaking skill, because discussion can stimulate the student to talk and interact with their classmates. As explained by Hadriana (2008:43), a small group discussion is an effective way that can be applied in teaching speaking since it will increase the amount time for students' to talk. And it lowers the inhibitions of the students who are unwilling to speak in front of the whole classes.

Based on the background above, this research conducted in a tittle “**Teaching Speaking through Small Group Discussion” A Quasi-Experimental Study at Tenth Grade Students of MA Al-Huda Cikalongwetan.**

B. Research Question

The research conducted on the basis of the following question:

Does the implementation of small group discussion improve students' speaking skill at the tenth grade students of MA Al-Huda Cikalongwetan?

C. Hypothesis

Null hypothesis

Small group discussion does not improve students' speaking skill at the tenth grade students of MA Al-Huda Cikalongwetan.

D. Objective of the Research

This research is done to find out whether or not the implementation of small group discussion improves students' speaking skill at the tenth grade students of MA Al-Huda Cikalongwetan.

E. Limitation of the Problems

Based on the background of the research, the researcher conducts this study which limited to several scopes, there are:

1. Limitation of problem

This research talks about the technique that can be used in teaching speaking that is small group discussion.

2. Limitation of participant

This research conducts in the two classes of the tenth grade students, which one of the classes is the control group and the other is the experiment group.

3. Limitation of time

This research conducts in several meetings; based on the negotiated-time that researcher and the school has made.

F. Significance of the Research

The benefits of the research are:

1. Pedagogically

This research is hoped to be a source for prospering education repertory in teaching and learning activity specifically about the way and how teaching speaking at the tenth grade students of Senior High School.

2. Theoretically

The research findings can be used as a contribution and a consideration toward the research about small group discussion technique in teaching speaking.

3. Practically

a. For the researcher

It is hoped that this research will be valuable and contribute goodness for the other research that go on the similar topic and it is hoped that this research can be a consideration for the next researcher.

b. For the English teacher

The researcher hope that this study will be conducted the benefits in serving information for the reader, especially an English teacher to highlight the implementation of small group discussion technique in improving students' speaking skill.

G. Definition of Key Terms

1. Teaching

Teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly (Ball &Forzani, 2009).

2. Speaking

Speaking is a verbal practical skill and not simply about producing words, it involves physically and psychological competence in supporting a communicative and appropriate speaking (Argawati, 2014). In this case the students are hoped to be able to communicate and answer any question given without hesitation and inhibition.

3. Small Group Discussion

Small group discussion is arrangement of students in several small groups to participate in a range of activities that is purposed to develop thinking or to accomplish task (Hadriana 2008:43). In this case the discussion is arranged within five students in a group.

H. Organization of the Research Paper

This research paper is composed in these following organizations:

Chapter I Introduction

This chapter is present the background of the research, the question of the research, research hypotheses, objective of the research, limitation of the problem, significant of the research, definition of key terms and the organization of the research paper.

Chapter II Literature Review

This chapter is present the description related to the research based on the theoretical framework and previous study.

Chapter III Research Methodology

This chapter is present the research design used by the researcher, the research method, research population and sample, research instrument, and data collection technique analysis.

Chapter IV Results and Discussions

This chapter presents the result and discussion of the research.

Chapter V Conclusions and Suggestions

This chapter presents the conclusion of the research and suggestion for the further study in the similar topic.