

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

To welcome a global era in the third millennium, education sector is demanded to prepare the quality of human being power resources. It is someone who has knowledge of science and technology, ability in active communication and high competition with others from other countries. To fulfill the demand of human being resources satisfactorily, our government has issued the newest curriculum, that is competency-based curriculum. As suggested in this curriculum, the students should actively participate in teaching and learning process. In other words, teaching and learning process, especially teaching and teaching English, should be designed to educate students not to educate teacher, so that an effective teaching and learning English is the process to make the students active to use English communicatively.

Realizing the fact, mastering English is one of the important aspects to welcome the globalization era. According to Carrol in Ramelan (1989: 10) “language is an arbitrary system of speech sounds or sequences of speech sounds which is used an interpersonal communication by an aggregation of human beings”. English can be useful not only in an interpersonal communication, but also in representation of writing science and technology. There are four skills that should be mastered by those who study English, namely listening, speaking, reading and writing. The four skills are taught harmoniously to make the graduates of SMP / MTs able to use English both spoken and written skills. The

fact shows that most of the graduates of SMP / MTs are not able to use English as a means of communication in their life. Even, there are many of them who are good in grammar but they are not able to communicate it because of lack of practice.

There are some factors that influence such situation. They come from both teachers and students themselves. Although they have learned English for years, they never practice to use English with other people in real communication, so that they have got difficulties to use English as a means of communication. Other factors that create this situations are timetable, teaching aids, the materials, and facilities that are able to influence the result of teaching and learning process.

Considering the result above, the process of teaching and learning English should be able to drive them to use English actively in communication. In this case the term of activities in some small group discussions is very useful, because it can drive the students to be situated in real situation by using English as a means of communication. Unfortunately, those who teach English do not really often do such a good way. In this case, teachers should be able to play their function as motivator in teaching and learning process. Besides, the teachers should be able to find as well as to solve the students' weaknesses. Students' weaknesses in grammar and structure are caused by internal factors, such as attitude, talent, motivation and intelligence.

Concerning students' weaknesses above, asking questions in English is very important to be the basis of making conversation. It means that basically conversation is situated by at least two people who ask questions and the other

one answers the question. The students' ability to ask as well as to answer questions is needed indeed to enhance their ability to use English as a means of communication. In short, the ability to ask and answer questions plays an important role to have conversation. That is why the writer, in this research, would like to observe the students' ability to ask questions in group discussion. He is interested in the group activities because he assumes that dividing class into some small group discussions will encourage the students to be more active in taking part in the discussion as well as to be easier in identifying the students' ability.

### **B. Limitation of the Study**

The writer has some reasons to choose the title of his thesis as follows:

In this study, the researcher limits the study on types of questions and the problems in asking the questions of small group discussions

### **C. Problem Statements**

Realizing the complicated problems in teaching/learning English, the writer has some problems to be discussed as follows:

1. How is the ability of the eight year students of *SMP Walisongo Jepara* in asking questions?
2. What problems are faced by the students to ask questions?
3. What are the causes of the problem?

#### **D. Objective of the Study**

The objectives of the study are to:

1. Describe to the students ability in asking questions.
2. Find out the problems faced by the eight year students of *SMP Walisongo Jepara* to ask Questions.
3. Identify the causes of the problems faced by the eight year students of *SMP Walisongo Jepara* to ask Questions.

#### **E. Benefit of the Study**

The writer hopes that the study will have significances as follows:

##### 1. Theoretical Benefit

The finding of this research will be useful to developing knowledge about ask questions in a group discussion.

##### 2. Practical Benefit

###### a. For the students

It will be able to make the students consider the importuned of asking and answering questions in English

###### b. For the teacher

- 1) It will provide information on students ability to ask and answer questions communicatively, especially for the eight year students of *SMP Walisongo Pecangaan Jepara*.
- 2) It will provide important information of the implementation of English teaching and learning process.

## **F. Research Paper Organization**

Chapter I is introduction. It consists of background of the study, Limitation of the study, Problem statement, The objective of the study, The benefit of the study, Research Paper Organization.

Chapter II is underlying theory. It contains previous study and theoretical review.

Chapter III is research method. It discusses about types of research, subject of the study, object of the study, data and data source, method of collecting data, Technique of analyzing data.

Chapter IV is research finding and discussion. The research findings elaborate to describe the students ability in asking questions, to find out the problems faced by the eight year students of *SMP Walisongo Jepara* to ask Questions, to identify the causes of the problems faced by the eight year students of *SMP Walisongo Jepara* to ask Questions.

Chapter V is conclusion and suggestion. It presents conclusion and suggestion.