

CHAPTER I

INTRODUCTION

A. Background of the Study

Tarigan (1990:3-4) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking is the basic skill in learning language. Indeed, people mostly use language for communication. Hornby (1995:37) states that through speaking language learners will be judged upon most in real life situation. It is an important part of everyday interaction and most often the first impression of a person based on his or her ability to speak fluently and comprehensively. Fauziati (2010:15) points out that “mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language”.

Fauziati (2010: 15) states that the goal of teaching speaking skill is to enable learners to communicate efficiency which implies that he or she can use language efficiency depend on situation. To achieve this, a good method is required. Method according to Webster’s Third New International Dictionary is “a procedure or process for attaining a goal” or “a systematic procedure, technique” or “a set of rule”. Method is one of the important aspects in teaching speaking. With a suitable method teacher can deliver his or her materials so that students understand them well.

Discussion is one of the methods which can be used to teach speaking. According to Jones (1994:1) “discussion is an activity in which

people talk together in order to share information about a topic or problem or to seek possible available evidence or a solution”. Discussion is one of the way people can improve their speaking ability with talk to each other. It is means to make students active to communicate with others then they can learn second language not intentionally. While, Brookfield (2006:2) states that “discussion is discipline and focused exploration of mutual concerns but with no end point predetermined in advance”. The student ought to build their critical thinking and being brave to say what in their main. The aims of the discussion based on Brookfield (2006:2) are to develop critical, informed understanding, enhance self-critique, foster appreciation for diverse views, and help people take informed action. It is as Fauziati (2010:27) claims that the main aim of group discussion is to “improve fluency, and grammar is probably best allowed to function as a naturally communicative context”.

Previous studies have studied about method of teaching speaking, for example Nugroho (2011) used animated video, Khomah (2009) used jigsaw to improve speaking skill, Chandra (2008) used language game for teaching speaking, Hanim (2011) used U-shape seating arrangement for teaching speaking, Awaliaturrahmawati (2012) used outdoor activities to increase speaking skill, Hartati (2012) used games to improve students speaking skill, Ristyawati (2012) used telling short story to improve students speaking skill, Wijayani (2012) used stimulation to improve students speaking skill, Salam (2011) used Role –Play to improve students speaking

skill, and Sulistyatini (2011) used semantic mapping to improve students speaking skill. Nevertheless research on the use of discussion has never been studied before, therefore this study to fill the gap.

Student's successful speaking ability depends on their motivation and ability to learn it and the method that the teacher used. However, in SMA Muhammadiyah 5 Jaten there is no motivation to speak in English. Based on researcher interview with the teacher many problems faced by the students. 1) The students are not confident to speak in English in front of their friends, 2) the teacher used monotonous method (giving material, listen, and giving task) then teacher is the main source of the teaching learning process. The effects from these phenomenon students tend to be lazy to pay attention to the materials, feel sleepy, make conversation each other and the class cannot control. From the problems above the researcher conclude to increase students speaking ability there are two factors, internal factor and external factor that should be improved. Internal factor comes from the students. There are motivation, self confidence, and background knowledge. While, external factor are teacher, method, and environment.

After having discussed such a predicament above, the researcher interest to analyze teaching learning process at SMA Muhammadiyah 5 Jaten. The title research is **IMPROVING STUDENTS' SPEAKING SKILL THROUGH DISCUSSION IN GRADE XI OF SMA MUHAMMADIYAH 5 JATEN 2012-2013 ACADEMIC YEAR.**

B. Focus of the study

In this research, the researcher focus on the use of *debat* discussion method for teaching speaking in grade XI SMA Muhammadiyah 3 Jaten in 2012-2013 academic year. The researcher focuses on speaking class and limit scope of speaking only on pronunciation.

C. Problem statement

Based on the background of the problem above, the writer formulates the problems as follows:

1. Does discussion method can improve students' speaking skill for the students of grade XI at SMA Muhammadiyah 5 Jaten?
2. What are the difficulties faced by the students in using discussion method?

D. Objective of the study

Based on the problem statement above the writers formulate the objective of the study bellow:

1. To describe whether or not teaching speaking by using discussion method can improve students' speaking skill at SMA Muhammadiyah 5 Jaten.
2. To identify the difficulties faced by the students in using discussion as method to increase their speaking skill.

E. Significant of the study

The writer hopes that this research can give benefits, both theoretical and practical benefit:

1. Theoretical Benefit

a. Student

- 1) With this research the researcher will have better speaking skill.
- 2) With this research the researcher will get better understanding more way of teaching English lesson.

b. Teacher

- 1) The result of this research can be additional information for the teacher.
- 2) This research can be additional teaching learning process.

2. Practical Benefit

a. Other Researcher

- 1) This research can be used as references to the other researcher who is interesting with speaking skill.
- 2) This research can be used as additional material for other research.
- 3) This research can help the student for better understanding about speaking skill.
- 4) This research can be additional information for studies to improve speaking skill.

F. Research Paper Organization

The writer orders the research paper organization into five chapter such as:

Chapter I is introduction. It includes of the background of the study, problem statement, object of the study, limitation of the study, benefit of the study, and research paper organization. Chapter II presents underlying theory, which covers the previous study, notion of the study consists of notion of speaking skill, aspect of speaking skill, notion of discussion covers discussion, type of discussion, aspect of discussion, and hypothesis. Chapter III is the research method. It covers the research method involved the type of research, place and time, the subject of the study, object of the study, data and the data source, method of collecting data, and techniques for analyzing data. Chapter IV is the research finding and discussion. It discusses on the procedure of the implementation of the discussion method to improve speaking ability of the students SMA Muhammadiyah 5 Jaten 2012-2013 academic year. Chapter V is conclusion and suggestion.