

CHAPTER I

INTRODUCTION

This chapter discusses some issues related to the topic of the research. They are background, the problem of the research, operational definition of the terms, the significant and the scope of the research.

1.1 Background of the Research.

Speaking is one of the four language skills. The mastery of speaking skills in English is a priority for many second language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency (Richards, 2008:19). According to Maxom (2009:183) speaking is the most important skill in English language teaching and it is almost impossible to have true mastery of a language without actually speaking it. Moreover, it also involves putting a message together, communicating the message, and interacting with other people (Lindsay and knight, 2006 : 58). So, speaking is a difficult skill because it is used to practice how to produce and express ideas and feelings. The students have to be given many opportunities to speak in order to be able to speak English well and fluently. Therefore, this phenomenon must be treated by suitable technique in order that the students' problem is solved.

In designing speaking activities or instructional material for second language or foreign language teaching, it is also necessary to recognize the

different functions of speaking in daily communication and the different purpose for which our students need speaking skill (Richards, 2008:20).

Preliminary study was done by interviewing the English teacher to the SMK Berdikari Jember. Based on the interview with the English teacher the speaking ability of this class was the lowest in SMK Berdikari Jember, there is only 35% (12 students from 35 students) of the students who get score higher than 75. There is 70 for average score and 75 for the KKM. The English teacher said that most students have difficulties in mastering speaking abilities such as, fluency, pronunciation, grammar, and vocabulary. However, the biggest problem faced by the student is lack of vocabulary. Therefore, the phenomenon is that the students do not feel comfortable and relaxed in learning speaking. Even the students are afraid to make mistake and shy to speak English in the classroom. One of the strategies to solve this problem is Small Group Discussion Strategy. Small group discussion is a process of learning which focused of the discussions. By interacting on the discussion learners so that, have the skills to solve problems related to the subject matter and issues encountered in everyday life. Small group discussion also means the process of seeing two or more individuals interacting directly and face-to-face with specific goals or targets through exchange of information, maintaining opinions or problem solving (Sulistiyowati, 2006 : 2) . Small group teaching increases the student interest, teamwork ability, retention of knowledge and skills, enhance transfer of concepts to innovative issues, and improve the self-directed learning. It develops self-motivation, investigating the issues, allows the student to test their thinking and higher-order activities. Small group discussions can help learners develop a range of speech function and

interaction management skills. These skills include using the spoken language to express viewpoints, negotiate ideas, explore options, express tentativeness, modify views, and agree and disagree (Christinein Riyanto, 2015 : 11).

It means that Small Group Discussion is one technique that can be easily understood and give many advantages not only for teacher as a sender of information but also students as reciever. Students will feel easier and more interested to understand the lesson that is being taught, because the students can get stimulus in expressing their idea by the information that they found and also by their teamwork experience.

Based on the above discussion, this classroom action research entitled as follow ; the use of Small Group Discussion of the X class in proving students' speaking ability at SMK Berdikari Jember in the 2017/2018 academic year will be conducted.

1.2 Problem of the Research

Based on the bacround of the reasearch, the problem is formulated as follows:

How can Small Group Discussion strategy improve students' speaking Ability of the X class at SMK Berdikari Jember in the 2017/2018 academic year?

1.3 Objective of the Research

The objectvie of the research is to improve students' speaking ability of the X class at SMK Berdikari Jember in the 2017/2018 academic year using Small Group Discussion strategy.

1.4 The Operational Term of the Research

It will provide a guideline to understand the variable of the research in operational form. In this research the variables are Small group Discussion and Speaking Ability.

1.4.1 Speaking Ability

Speaking is to say that communicative is the exchange between people, knowledge, information, ideas, opinions, feelings so that should be a concept idea and follow, from what they will say, or can be called as a communication act through speaking generally appear in phase of interaction and agreement as part of a dialogue or rather a verbal exchange. It is about how to express their desire with other orally. It will be important because if we want to get something we must express it verbally directly. So it is one of the ways to communicate with other people. Speaking ability has some components they are fluency, pronunciation, vocabulary, and grammar.

1.4.2 Small Group Discussion

Small group discussion is part of many learning methods which appropriate to the learners. This method other than as a method of discussion as well as problem solving method. Small group discussion is done with divide the students into groups. The implementation begins with the teacher presents the problem in general, then the problem is divided into sub problems that each group must solve. Completed the discussion in small groups, the group leader presents the results of his discussion. In small group discussion learners make a small group (5 to 6

people) to discuss the materials provided by teachers or materials obtained by members of the group

1.5 Significant of the Research

The result of the research is expected to be useful to improve the teaching and learning process, especially improving students' speaking ability by using Small Group Discussion.

1.5.1 For the Researchers

The researcher hopes that other researcher will use this new method for designing their research for the sake of improvement.

1.5.2 For the Teacher

The researcher can support the teacher to develop students' speaking skill. Teacher will be easy to teach speaking skill by using Small Group Discussion. They will get a simple way to teach it. The teacher can use new method to teach the students in order that the students will be more interested and motivated in teaching and learning process.

1.5.3 For the Student

The result can motivate the students to participate in teaching learning and process. They can improve and build speaking class easily by using Small Group Discussion

1.6 Scope of the Research

The scope of this research is the implementation of Small Group Discussion strategy to increase students' speaking ability. This research is

conducted to the X class students' speaking ability at SMK Berdikari Jember in the 2017/2018 academic year.

