

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses about the background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key term.

A. Background of The Study

In learning English, there are four skills that we must master, such as listening, speaking, reading, and writing. Those skills are related to each other and learners need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills would determine the students' communicative competence in the target language.

Speaking is one of the important skills that we must master in learning English. To find out more about speaking skill the researcher tries to discuss some definitions according to the experts. According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. It means speaking is one way to communicate, express our ideas or intentions, to share information, and to build social relationships. According to Kushartanti (2005:32) speaking is a set of voice uttered by one and understood by someone else. It means that speaking is used to convey our ideas or opinions.

According to Rivers in Erwadi (2004:7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is very complex and different skill to learn especially by the foreign language students. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

Based on the explanation of some experts about speaking skill, it means that speaking skills are the key to successful communication. This is supported by Leong and Ahmadi (2017) explain that speaking is the foremost skills for the effectiveness of communication.

Speaking is an important skill in language learning, but it is not an easy skill to learn or teach. To master a skill, the learners must study hard both at school and in the course. Learning a foreign language is not easy because we learn new vocabulary, how to pronounce it, and even from its grammar. In mastering speaking skills we cannot learn in a short time. To increase the skill in communicating in English, it is not enough in the classroom but practice outside of the classroom. We can practice speaking with our classmates, or we can practice speaking alone in front of a mirror and things like that can improve our speaking skills.

Based on Bahadorfar and Omidvar (2014), teaching speaking expected the students to learn. First, produce English speech sound and sound pattern. Second, use word and sentence stress, intonation patterns and the rhythm of the second language. Thirdly, select appropriate words

and sentences according to the proper social setting audience, situation and subject matter. Fourth, organize their thoughts in a meaningful and logical sequence. Fifth, use language as a means of expressing values and judgments.

Teaching is a learning process in which a teacher conveys information to students. The purpose of teaching is to make students able to receive information that has been taught by a teacher. To achieve the goals of teaching a teacher must have a learning strategy. Learning strategy is a method used by a teacher in the teaching process.

According to law of Indonesian No. 14 (2015) Teacher is a professional educator when the first duty is educating, teaching, aiming, coached, assessment and evaluating the young students of education at education formals. Besides that, the basic element in teaching and learning is the teacher (Kunandar, 2017). Teacher is a professional educator who has responsibility in educating, teaching, supervising, directing, training, assessing, and evaluating learners (Depdiknas, 2015). Therefore, the teacher must be able to create a comfortable and conducive class environment, so that students can enjoy the learning process and the goal of learning can be achieved.

In this paper, the researcher discuss about the small group discussion method to improve speaking skills. Small group discussion is a learning method in which students in the class would be divided into small group, it is usually consist of three to four students. Sharan (1976) states that small group teaching is an approach to classroom organization,

encompassing a wide variety of teaching techniques, for structuring the relationships of students and teachers. The small group discussion method can also make students more active in class.

Regarding small group discussion as an effective teaching strategy in language activity, Harmer (2001) points out that there are some classroom tasks for which pair work is not sufficient and could be ineffective. Thus, it would be better to organize them in groups through which students can write a group story or role-play. Small group activities help students create more interactive environment. Similarly, Ur (2000) asserts that in group work, learners perform a learning task through interaction. It is a form of practice of oral fluency. In small groups, learners have the opportunity to interact, question, and elaborate with peers more frequently than they have in a teacher-centered environment, thus enhancing learning and understanding.

In addition to methods in class, small group discussions can also be done outside the classroom. The benefits of this method are that besides being able to make students more active, small group discussions can also enable students to work well in teams. Students can discuss with their group members in understanding the lesson in class, and they will also be able to conclude the essence of the lesson with their own understanding.

According to the researcher, the small group discussion method can be effectively used to improve speaking skills in learning English. When students do not have the courage to speak in class and in front of all

their friends, students can practice their speaking skills with their group members. They can also correct each other.

In this research the researcher use two previous studies. The first study conducted by Eka Saputri (2017) entitled: The Effectiveness of Small Group Discussion Toward Speaking Skill and Speaking Anxiety of English Students at IAIN Palangka Raya. The researcher wrote that there was a significant effect of small group discussion on students' speaking skill, there is a significant effect of small group discussion on speaking anxiety, and then there is no difference in the effect between speaking skills and speaking anxiety, the use of small group discussion is effective on speaking skills and speaking anxiety.

The second study that was conducted by Della Ayu Febrina (2019) entitled: The Effectiveness of Small Group Interaction to Improve Students' Speaking Skill at SMK Negeri 1 Boyolangu Tulungagung. The researcher used quantitative approach with quasi-experimental design. The objective of the study is to find the empirical evidence of the differences between students' achievement in learning speaking by using small group interaction. In addition the researcher writes that Small Group Interaction has a significant effect on students in learning speaking.

The third study that was conducted by Hardianti (2015) entitled: The Effectiveness of Small Group Work (Discussion) in Improving Students' Speaking (Pre Experimental Study at the Tenth Grade Students of SMA Pesantren Putri Yatama Mandiri, Gowa). The researcher applied pre-experimental method with one group pre-test and post-test design. The

following are the results of the research. There was a significant difference of students' speaking ability before and after being trained through small group work.

Based on the explanations above, the researcher interest to conduct research by the title "The Effect of Small Group Discussion On Students' Speaking Skill of The Eighth Grade at MTsN 2 Blitar".

B. Formulation of Research Problem

Based on the background of the study that had been explained, the research question can be formulated as follow :

Is there any significant effect of small group discussion toward speaking skill of the eighth grade at MTsN 2 Blitar?

C. Purpose of The Study

Based on the research problem, the main purpose of this study is to know the effect of creating small group discussion on students' speaking skill of the eighth grade at MTsN 2 Blitar.

D. Formulation of Hypothesis

There are two kinds of hypothesis that will be used in this research :

1. Null Hypothesis (H_0)

There is no effect of creating small group discussion on students' speaking skill of the eighth grade at MTsN 2 Blitar.

2. Alternative Hypothesis (H_a)

There is effect of creating small group discussion on students' speaking skill of the eighth grade at MTsN 2 Blitar.

E. Significant of The Study

Theoretically, it is used to practice the researcher knowledge in field of the research. Practically, the finding of the present research is expected to give some scientific contribution for the students, teachers and the other researcher.

1. Student

It can be useful for students to help them measure their speaking skill and it can also be used to motivate the students to improve their speaking skill.

2. Teacher

By doing this research, the writer hopes that the result of the study will be useful to give contribution of developing English learning. Especially on students' speaking skill by creating small group discussion. Moreover, the writer hopes teachers can use media as an alternative way in teaching speaking and it is also hoped that teachers will continue to guide students in developing their speaking skills. Therefore, the students will get better achievement.

3. Other researcher

The researcher hopes that the result of this research can give advantages to other researcher and become appropriate references for them who will conduct a research.

F. Scope and Limitation

This research belongs to quasi-experimental design which used the quantitative method. It focused on the effect of using small group discussion on students' speaking skill of The Eighth Grade at MTsN 2 Blitar. The researcher used test to find out the students the score of speaking. In this research, the researcher took the eighth grade at MTsN 2 Blitar as the sample of the research and it consists of two classes and the numbers of the students were 45 students. The limitation of the research was the topic based on teacher. The researcher divided small group discussion into two topics (Self introduction and describing something), and consist 4-5 student in one group.

G. Definition of Key Term

1. The effect

The word *effect* means an influence or something that affects so that it is an effect that occurs in a learning technique being studied..

2. Small Group Discussion

Small group discussion is a technique in the learning process where in a class students are divided into small groups which usually consist of three or more students. Brown (2000) states that small group discussion is a group of students working corporately for achieving certain goals. Moreover, Cohen & Lotan (2014) define that students work together in a small group to participate in a clearly assigned

learning task. Besides that, small group discussion techniques can make students more active in class.

3. Speaking Skill

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is one of important elements in studying English.