

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents five topics related to the study. The topics are the Background of the Study, Research Question, Purpose of the Study, Significance of the Study, Definition of key Terms, and the Organization of the Study

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

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others those who live all around the globe. As English is considered the international language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yuke (1983) say, “Speaking is the skill that the students will be judged upon most in real life situations”. Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the

ELLs the needed skills so that they will improve their abilities in speaking and perform well in real-life situations. In the present EFL/ESL teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology. As very less priority has been given to the important elements of language such as phonological, morphological, semantic and syntactic aspects, it has become a major impediment for the ELLs to acquire the speaking skills among the learners of English. So far, more concentration has been given to reading and writing skills. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life.

Speaking is one of the skills that must be mastered by language learners English. Through speaking, we can express thoughts, opinions and direct feelings to the interlocutor. According to Brudden (1995) speaking is an activity that is carried out by one person with another to express ideas, feelings, and opinions to achieve goals certain. This shows that speaking is a means of communication to express what is in one's mind so that the opponent speak to understand the meaning of the utterance. .Bailey (2005) speaking is an interaction process to create meaning that includes producing, receive and process information. In other words speaking is a process interact from one person to another in giving and receiving information. The speaker provides information and the interlocutor receives information. They process information to be stored in their minds. So, they understand what the

speaker is saying. According to Tarigan (2008), speaking is the skill of conveying articulation sounds or words to express ideas, opinions, and feelings. From this statement, speaking is a skill to share what we think and feel with speech sounds so that the other person can understand what you are trying to do delivered by the speaker.

Students will be considered proficient and master English if they can master fluent speaking skills. Because English has now become one of the compulsory subjects for students in junior high school by the regulation of the Minister of Education of the State of Indonesia number 22 of 2006. And English proficiency is used as a reference for the achievement of junior high school students. Because one of the benchmarks of student achievement in English is the ability to speak. And applying English as a tool of communication in activities at and outside of school, so students are required to master the speaking skill correctly and fluently. The speaking skill is used as one of the benchmarks of achievement in English because speaking skill is one of the productive abilities in a very complex oral form. And the ability to speak is the key to communicating between students and students with a general audience. Only with speaking skills can students express themselves. In addition to being able to express opinions or ideas owned by students, the ability to speak to students can also have a major influence on their own self-value when communicating verbally.

Therefore, speaking skill is one of the skills which is very important to be learnt, but however teaching and learning English has been teaching for many years, but the students still don't master yet, especially in the speaking skill, the students

are still less of their speaking due to some problems as what the writer observed during teaching and learning process at Ninth grade students of MTsN 1 Blitar. Some of the students said that speaking is the most difficult skill to master because Students feel less confident and ashamed to practice English because fear of being bullied by friends. The writer asked some students, their reasons are various. Some students said that they can't speak because they are lack of vocabularies. This implies that the difficulty of mastering speaking is due to his lack of vocabularies. However, the students have already memorized many vocabularies but they also need to know how to make the sentence grammatically and other students feel the lack of their fluency, pronunciation, and comprehension, of course, it will be a problem for the students to speak up.

Based on the problems found, the writer offered a technique that enables to overcome the speaking problems, namely is Small Group Discussion. SGD is one of the techniques of learning speaking in a foreign language. It helps the students to improve their speaking skill. In a group, the students will have the opportunity to use English among themselves and practice each other with their friends. Practicing speaking with their friends or in a group will improve their vocabularies mastery, comprehension, fluency, and grammar. Why researchers choose this method is because small group discussion has proven effective. from several studies such as lalu bukhari(2018), with result, small group Discussion in teaching speaking was quite success/effective. Therefore, the students' speaking skill after they were taught by using small group Discussion was better than students' speaking skill before they were taught using small group discussion. Esti Ratih(2013), with result,

small group discussion can improve students' speaking skill. The students' speaking skill consists of four elements: pronunciation, grammar, vocabulary, fluency, and content. Those elements can be improved through small group discussion.

From the research findings, it could be seen that the and the mean score of English speaking score increases from 52.44 to 72.51 Besides, learning in a group will also improve the student's confidence and the student's leadership. Orlich et al (1985) as quoted by Antoni (2014: 56) proposes that small group discussion could improve the students speaking skill. There are 3 reasons why we can use small group discussion in improving speaking skill. The first discussion is used to increase teacher-student interaction and studentstudent verbal interaction in the classroom. Second, the discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt a more responsible and independent mode of learning"

### **B. Formulation of Research Question**

Based on the background study above, the problem of this research is: "How to improve the nineth grade students speaking skills by using Small Group Discussion Technique at MTsN 1 Blitar?"

### **C. Objective of the study**

Based on the problem identification above, the researcher limited and focused the problem of students" are difficulties in practice speaking English skill by applying Small Group Discussion technique at the Nineth graders of MTsN 1 Blitar.

#### **D. Significance of the study**

This research was conducted with the purpose to give some benefits for some sides. Theoretically and practically this research was conducted from some sides as follows:

- a. For students as a development technique The students could be to improve speaking skills through techniques Small Group Discussion (SGD)
- b. For English teacher as an alternative technique The Small Group Discussion technique could be an alternative to the teachers in solving the problems in the class.
- c. For the headmaster as the problem solving For the headmaster this research was an input of matter to improve and facilitate the learning of English process.

#### **E. Definition of key Terms**

##### 1. Speaking

Speaking is a productive skill in oral form and is a way of communicating to convey and express ideas, opinions, and thoughts that can be understood by the speaker and the listeners so that interaction occurs

##### 2. SGD (Small group discussion)

Small-Group Discussion (SGD) is one of the forms of students centered learning (SCL) where students are demanded to solve problems through a small group discussion. The object of this study is to figure out a comparison of knowledge improvement through the use of SGD or conventional methods.