CHAPTER I

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1.1. Background of the Study.

The need for communication in spoken English in Indonesia is highly felt, especially in big cities. Nowadays, people tend to learn spoken English. The development of speaking skill is considered by the linguists to be an important part of language teaching and learning. The reason, according to Dawson, Zollinger and Elwell (1963:19), is that "the language arts are a way of communicating through words by speaking, listening, reading and writing". It is commonly said that normal people always communicate with other by using at least one language in order to express their ideas, needs, thoughts and feeling. Further, Dawson (1963:22) says that, "language, then, is the human being's instrument for thinking and carrying on social intercourse".

Indonesia has one national language, that is *"Bahasa Indonesia"* . In addition there are many foreign languages such as : English, Chinese, French, Japanese, which are taught and spoken in Indonesia.

English is taught as the first foreign language from Elementary school to University. There are many reasons for this. First, English has been

established as an International language which is used by almost every person in an international forum. The second reason is because, as has been stated in the curriculum of Senior High school 1994, every student has to be able to communicate in English when he graduates from school. Thirdly, nowadays, English is required on many occasions, such as in finding jobs, managing tourism, developing knowledge. Concerning with the importance of language learning, Dawson (1963:14) states "That's why English is an important language and teaching English is important" . In fact, English teacher seldom gives chances to their students to speak. Consequently, students become accustomed to sitting quietly and listening. Usually, the students are good in reading, structure or even writing but they are weak in speaking.

Dawson (1963:3) states "the spoken word comes first" . It is because children learn to speak (oral communication) first, then to read and write (written communication) in school . Oral communication is much more used in the affairs of daily life than in written one. Moreover, he also suggests that "ninety - five percent of our language needs in today's world are in the oral area. Oral communication is more frequent and generally more valuable for social needs than in written communication". In other words,

through speaking and listening, most dosmetic business and public affairs are arranged and carried out. Because oral communication is so common and so necessary, in teaching English the teacher should develop not only the student's writing communicative competence (passive), but also the oral one (active).

Chastain (1978:160) puts forwards four reasons that make the students reluctant to participate in a speaking class. First, speaking practice is more difficult than sitting back and listening to the teacher. Second, many students feel uncomfortable in their first attempts at speaking in the target language. Third, many students are self-conscious and do not like to make mistakes or appear stupid in front of their peers. And last, the students are afraid of failure, being laughed at, and being ridiculed. Indeed the desire to speak is real, but the psychological and social obstacles to speaking are just as real.

Having seen the problem above, the writer sees that in teaching speaking, the students need encouragement, motivation and chances. If the students are not encouraged to try to express their thoughts and feelings in the language they are learning, they will easily get bored, lose motivation and be reluctant to participate in the classroom. They need to speak a lot much more than the teacher. Based on the problem above, the writer attempts to

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find the way in encouraging students to speak by group discussion using problem solving. The reason why the writer chooses group discussion using problem solving as means of teaching speaking to Senior High School Students is that, the students can get a lot of chances to speak and to express their ideas freely in the target language.

1.2. Statement of the Problem.

Based on the above background of the study, the writer wants to make a study on the influence of using group discussion through problem solving on the teaching of speaking to the third grade students of Senior High School. The problem to be answered in this study is :

"Do the students who are taught by using group discussion through problem solving get higher score than those who are taught by dialogue ?".

1.3. Objective of the Study.

The objective of this study is to find out whether the use of group discussion through problem solving in teaching speaking to the third grade students of Senior High School has a positive effect on the students' achievement in speaking.

1.4. Significance of the Study.

The writer hopes that this study will give some contribution to the teaching of speaking to the third grade students at SMU Dapena I Surabaya.

1.5. Definition of Key Terms.

To avoid misinterpretation and misunderstanding, it is important to define the key terms used in this study. The terms which will be defined are : (1) Teaching, (2) Speaking, (3) Technique, (4) Group Discussion, (5) Problem Solving.

1. Teaching.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown 1987:7). It means that teaching is a process of a two way interaction between the teacher and students and between students and students in such a way that learning can take place.

2. Speaking.

The term "Speaking" according to Oxford dictionary means to hold conversation (with or to person of or about thing), make oral address, and deliver speech (Oxford 1979:1100).

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3. Technique.

Technique is a method of doing or performing something (Oxford English Dictionary. p.1319).

4. Group Discussion.

Group discussion is three or more persons who are communicating face to face in such a manner that each person influences and is influenced by each other member (Beebe, Steven A 1989:194).

5. Problem Solving.

Problem solving is a series of steps and a number of decisions, through which individuals groups attempt to change a set of conditions with which they are dissatisfied to a set of conditions with which they are satisfied (Beebe, Steven A 1989:198).

1.6. Scope and Limitation of the Study.

Because of the limited time that the writer has, the thesis is restricted as follows :

- The study is limited to the third year students of SMU.

- The study is focussed on the use of group discussion with problem solving.

1.7. Theoretical Framework

This study is based on the theory of communicative approach and the importance of spoken language.

According to Finnochiaro and Brumpit (1983:90), there are two assumptions that underline the communicative approach :

> The first assumption is that we are concerned in the classroom with language use, not language knowledge; the second is the view that we learn language most effectively by using it in realistic situations.

1.8. Hypothesis.

In answering the major problem of this study, the underlying theory is formulated as follows : there is a significant difference between the group who are taught by using group discussion through problem solving and who are taught using dialogue.

In order to prove whether this theory can be accepted, the writer uses two hypotheses, they are :

The Alternative Hypothesis.

The third grade students of Senior High School who are taught by using group discussion through problem solving get higher scores than those who are taught without using group discussion through problem solving.

The Null Hypothesis.

The third grade students of Senior High School who are taught by using group discussion through problem solving get more or less the same score with those who are taught using dialogue.

1.9. Methodology.

This study is expected to be a field research. The writer takes the population from SMU Dapena I in Surabaya. In collecting the data, the writer takes two classes. The first class is taught using group discussion with problem solving, while the second class is taught using dialogues that are prepared by the teacher (the writer herself).

The treatments will be given four times. The students will also be given posttest to find out the progress of their speaking ability.

1.10. Organization of the study

This thesis consists of five chapters. The first chapter is about the introduction that deal with the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, definition of some key terms and organization of the study. The second chapter deals with review of related literature. The third chapter is about research methodology. Interpretation of the finding will be in chapter four. The last chapter contains the conclusion and suggestion of the study.