

CHAPTER I

INTRODUCTION

This chapter presents the discussion of the background of the research, statement of the problem, objective of the research, significance of the research, and scope of the research and operational definition.

1.1 Background of the Research

In a global society currently, Education now become the most important thing in the world. Especially for English education as an international language spoken and foreign language. Speaking is considered the most important language skill to be mastered since English is in a powerful position as a medium for international communication (Crystal, 2003) and yet it is assumed to be the most stressful among the four language skills. Because we need speaking as the way to express our self. Speaking is one of the skills in English that has to be mastered by the learners. Because it is important for our life, especially for students because they get English lesson at school. The teacher should use the appropriate manner to deliver the material to the students, because every students has different personality. So that can easily for the students to understand the lesson. The teacher also should be monitoring to know the student progress by giving question to know they understand or not with their teacher explanation.

In teaching learning process, the students should be able to speak English to have conversation with their teacher and friends in the classroom. So that, they have a good discussion with their friends and also to be active in the classroom especially for English speaking activity. But in fact, many students feel afraid when they will speak English, their reason are afraid to making mistake and a lot of them afraid because they dont know the meaning. So they prefer to be silent when teaching learning process. Sometimes they are feel afraid to answer the question from their teacher because they are confuse should answer with English. Based on the writer's experience when teaching English in MAN 01 Kudus, Some of students feel difficult to speak English when the teacher invite the students to

speaking English in the classroom. They become silent and do listening more than speaking when teaching learning process, sometime they just smile when the teacher talking with them. That reason makes the writer concludes that speaking English is difficult for the students.

The English teacher makes an English classroom discussion to help the students to increase their speaking skill without feeling afraid to make mistake. Because some of the students have problems in speaking like a afraid to make a mistake, shy and many others reasons. English classroom discussion has some advantages for the students to train the students' speaking skill. Through this English classroom discussion the students have to speak English and explore their idea and opinion to give respond with others. Harris (2015) English classroom discussion enable students to consider various viewpoints on a topic and directly share their opinions, thoughts, and question about course content, students learn from others.

The teacher uses that way to help the students' speaking skill because the students need to practice more and more in order to speak English fluently not only listen to the teacher but they are need to practice to train their speaking skill. The teacher wish through this English classroom discussion the students can improve their speaking skill because they can asking their freinds and also the teacher when they have some difficulties in doing this group disscussion.

Because of that description, the reseacher is interested in conducting the research entitled "The Implementation of English Classroom Discussion Towards Students' Speaking Skill of the Eleventh Grade of MAN 01 Kudus in the Academic Year 2019/2020".

1.2 Statement of the Problem

Based on the background of the research above, the writer stated the problem as follows:

1. How is the implementation of English Classroom Discussion toward students' speaking skill in MAN 01 Kudus in the academic year 2019/2020?

2. What are the strength and the weakness of English Classroom Discussion toward students' speaking skill of in MAN 01 Kudus in the academic year 2019/2020?

1.3 Objective of the Research

Based on the statement of the problem above, the objective of the research are:

1. To know the implementation of English Classroom Discussion toward students' speaking skill in MAN 01 Kudus in the academic year 2019/2020.
2. To analyze the strength and the weakness of English Classroom Discussion toward students' speaking skill in MAN 01 Kudus in the academic year 2019/2020.

1.4 Significance of the Research

This research is expected to have some significance for the reader, teachers, and students.

1. The Readers

The result of this research will be one of the sources for the reader to get the new information about the implementation of English Classroom Discussion toward students' speaking skill.

2. Teachers

It will give the teachers a description information about what are the strength and the weakness of English Classroom Discussion toward students' speaking skill.

1.5 Scope of the Research

This research focuses on the implementation of English Classroom Discussion toward students' speaking skill of the eleventh grade of MAN 01 Kudus in the academic year 2019/2020. The subject of this research is the students in MAN 01 Kudus in the academic year 2019/2020 and the writer focuses in speaking skill.

1.6 Operational Definition

This research has some operational definition. There are:

- a. Speaking is a skill used by someone to communicate with others in daily conversation.
- b. English Classroom Discussion is a way for language learners to learn English in provisional setting.
- c. The eleventh grade of MAN 01 Kudus is the students who are involved in this research.

