

**Teaching english communicatively trough discussion method to
improve the student's speaking mastery (a classroom action research)**

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the third millennium the demand for English mastery in the whole aspects of life becomes greater than before. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire another aspect of communicative competence that is the knowledge of how native speakers use the language in the context of structure interpersonal exchange. This aspect of communicative competence is known as language function. A variety of forms can be used to accomplish a single function. Conversely, the same form of the language can be used for a variable of functions. (Freeman, 1986: 113).

The difficulties in gaining the meaning of words (vocabulary) and producing them orally could be due to many factors. Firstly, in many cases English language is different from Indonesian language, and these differences make students get difficulties in understanding and using English. Secondly, the students use Indonesian and Javanese to communicate with other people in their

daily activities and they feel satisfied with their own language. This is related to the language habit. Thirdly, the students' general language knowledge and skill are probably low. Most of them make speaking the foreign language especially difficult because effective oral communication requires the ability to use the language and social interactions appropriately such as for arguing, persuading, or promising. Diversity in act of speaking involves not only the production of sounds but also non-linguistic elements such as gestures, body language and facial expression that may accompany speech or convey messages directly without any accompanying speech. (Widdowson, 1979:73).

Being able to speak is one of the enormous skills that human being have. By this skill, people can communicate with each other. It is actually the basic characteristic of people in creating communication with each other, because this communication may create social contact and relationship among them. By then, the language that is usually used by people is speech. In other words, people make use of language in order to participate in the activity of social interaction and communication. To be able to interact in a language is essential. Therefore, language instruction should provide learners with opportunities for communicative behavior about relevant topics by using learner-learner interaction as the key to teaching a language for communication. Teachers must arouse in the learners a willingness and need or reason to speak. Interaction is the aim and it is necessary to create a suitable and warm atmosphere that would allow the learners to express themselves freely and make them feel eager to communicate. A teacher-centered classroom would never provide the opportunities for the students

to interact. It should be a learner-centered classroom that is suitable to establish the learner's interaction. Pair work and group work, therefore, are often implemented in the oral communication class.

One way of stimulating learners to talk is by using the discussion method. In a discussion activity the learners have opportunities to express their ideas and opinions and to interact in meaningful and realistic context. The learners can also generate their own discourse. The environment will not be threatening so that the learners are eager to communicate. The focus is on the process of learning, not on error correction. Freeman (1986:129) says that in communicative approach, errors are tolerated and considered as natural outcome of the communication skill development. Discussion also provides an opportunity to develop accuracy and fluency, and keeps the learners highly motivated.

In a discussion activity, the learners learn to cooperate with classmates each time a new topic is proposed with a new group. In this way, all the learners are integrated and learn to be tolerant and to adapt to new working groups and situation.

Considering the writer's experience in teaching conversation class at SMU Bung Karno Karangpandan, it is found that the students find it difficult to express their idea, thought, and feeling freely. The students' difficulties are in controlling the grammar, choosing the appropriate vocabulary and pronouncing the words. The other problem aroused is the uninteresting activity for speaking that makes the students unmotivated to speak. From this experience, the writer thinks that it is necessary to apply discussion method in order to make speaking

activity more interesting. The writer believes that discussion activity can stimulate the students to comprehend their speaking ability.

B. Problem Identification

Based on the explanation in previous section, the writer is able to identify some problems in teaching conversation at SMU Bung Karno Karangpandan. The problems are found as follow:

1. Why are the students' ability in speaking low?
2. What factors influence the students' ability in speaking?
3. What should be done to improve the students' capability?
4. Does the discussion method in teaching English effectively make the students improve their ability in speaking?
5. How can discussion be developed in the classroom as naturally as possible?

C. Limitation of the problem

The questions listed above shows the complexity of the problems in terms the students' speaking capability. However, in this study the writer concerns on the students' speaking ability improvement using discussion method.

D. Problem Formulation

The problem of the study can be identified as “How can discussion method improve the SMU Bung Karno Karangpandan students’ speaking capability?”

E. The Aims of the Study

The study aims at finding the answers to the questions stated in the problem formulation. Therefore, the objectives of the study will be finding how speaking ability on the students of SMU Bung Karno Karangpandan can be by using discussion method.

F. Benefits of the Study

The result of this study will hopefully contribute valuable benefits:

1. The intermediate level students at SMU Bung Karno Karangpandan, by applying this method, the students are able to improve their speaking competence and hopefully they can enjoy the class.
2. Teachers at SMU Bung Karno Karangpandan and all the teachers in the same basic, who have problems in teach speaking can use the result of the study as alternative materials or they can take it as a source of inspiration in constructing new materials to teach other skills. Hopefully, the result of the study can encourage the instructors to be more creative in developing materials into various activities related to the themes.

3. Other researchers can use the result of this research as the starting point to conduct a further research in order to evaluate and improve the teaching methods.

