CHAPTER I

INTRODUCTION

1.1 Background of the Study

Conversation is a part of speaking skill (Efrizal, 2012 : 128), which is really important for human who lives in a society. Conversation becomes daily activities because people must communicate with others in order to have a good relationship. To support the communication, people have to learn English because it is a language that is used by most people around the world. By using English to communicate, it also helps people to promote their achievement and performance in developing technology, science, and also introducing culture and art.

Furthermore, as a country which always promotes the education system, Indonesia has a set of educational curriculum includes English as foreign language which should be taught since elementary up to senior high school level. According to *Badan Standar Nasional Pendidikan* (2006 : 125) English is used to communicate in both spoken and written form. In fact, most of students at XI IPA 4 grade in MAN 2 Semarang were less able to deliver their ideas in speaking. They were not accustomed to speak in English frequently. Therefore, the teacher needed to enhance the students' communication ability, and he could teach speaking through conversation as speaking practice. Based on Kayi (2006 : 1) the goal of teaching speaking/conversation is to improve the students' communicative skill. From the reason above, communication is needed to express the students' ideas. Furthermore, the teacher should use the appropriate and interesting method

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to the lesson will be understood by the students easily and make them more comfortable in learning process.

Based on the pre observation that had been done by the researcher at XI IPA 4 in MAN 2 Semarang, most of students still thought that English was difficult. They often got difficulties to speak in English because they were not confident about their ability and afraid to make mistakes. They were also confused to arrange the sentences grammatically when they did conversation. Grammar was the basic formula in arranging sentences which the teacher should teach it intensively in order the students would comprehend it well. Furthermore, the students were less motivated if they spoke English without any preparation, so they preferred to discuss with their friends before they did conversation in front of the class. Other problem was the students did not know how to start to speak when performing conversation in front of the class, because they did not use English in daily activities with their friends or teacher such as greeting, giving gratitude, asking something, and etc.

Looking at the problems above, the researcher collaborated the method of Spontaneous Group Discussion (SGD) and Student Facilitator and Explaining (SFE). The implementation of Spontaneous Group Discussion (SGD) was by asking the students to make some groups and instructing them to discuss with their group. Through discussion, the students will exchange their opinions and stimulate them to solve the problems or even any different opinion (Venema, 2006 : 1). It was meant that the students would learn to appreciate the different opinions from their friends, and they would also motivate their partner.

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Meanwhile, the implementation of Student Facilitator and Explaining (SFE) was by asking each student to explain their own arguments/experiences to their partners (Huda, 2014 : 228). Through this method, the students needed to explore their knowledge by conveying the arguments to the others and how to respond the others' argument because the students' communication interaction was required.

Based on the explanation above, the researcher extended a research entitled "the collaboration of Spontaneous Group Discussion (SGD) and Student Facilitator and Explaining (SFE) to enhance the students' conversation ability".

1.2 Reason for Choosing the Topic

The researcher chooses the topic for his study based on the following reasons:

1. Conversation is an important activity in someone's life, and it becomes the part of daily activities which people do to interact with others to fulfill their needs.

2. The students were not confident with their capability to speak in English. They were afraid if they made mistakes when conveying an argument in a conversation, but it will be helpful if the teachers are able to help them by using appropriate methods.

3. English is foreign language which some students get difficulty to arrange sentences in conversation practice.

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1.3 Statement of the Problem

The questions of the problems that will be discussed in this research are :

1. How was the implementation of Spontaneous Group Discussion and Student Facilitator and Explaining in teaching and learning process?

2. How could Spontaneous Group Discussion and Student Facilitator and Explaining enhance the students' conversation?

3. What were students' responses about the implementation of Spontaneous Group Discussion and Student Facilitator and Explaining in teaching and learning process?

1.4 The Objective of the Study

The objectives of the study are as follows :

1. To know the implementation of Spontaneous Group Discussion and Student Facilitator and Explaining.

2. To know whether Spontaneous Group Discussion and Student Facilitator and Explaining can enhance the students' conversation or not.

3. To know the students' responses about the implementation of Spontaneous Group Discussion and Student Facilitator and Explaining.

1.5 Significance of the Study

The significance of the study are as follows :

1. For the researcher

   a. Through this study, the researcher could find and analyze the students' problems in learning English.

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b. Through this study, the researcher tried to solve the students' problem in learning English.

2. For the teacher

1. The result of the study could be used to be an alternative classroom action research for teacher to teach conversation or speaking.

2. The result of the study could be as the information about the implementation of spontaneous group discussion and student facilitator and explaining to enhance students' conversation.

3. For the students

1. The students would try to use English language to express their ideas or feelings.

2. The students would be motivated to learn English.

1.6 The Scope of the Study

The researcher limits the scope of the study, these are:

1. There are many kinds of speaking (speaking for procedure text, speaking for news reader, storyteller, etc.), so the researcher would only focus on enhancing students' speaking through conversation.

2. The researcher would limit this study on the implementation of spontaneous group discussion and student facilitator and explaining in teaching speaking for conversation. He would also limit this study on students' learning problem.

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3. The subject in this research was the students of XI IPA 4 of MAN 2 Semarang in the academic year of 2015/2016.

1.7 Outline of the Study

Chapter I is the introduction. It consists of background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, the scope of the study, and outline of the study.

Chapter II is the review of the related literature. It describes about all the literatures of material that are got from some books, journals, and other sources which become the references that has some literatures. The first one is the definition of conversation includes the importance of conversation, the assessment of conversation. Then, there are the definition of cooperative learning method which contains the types of cooperative learning, definition and implementation of spontaneous group discussion and its advantages and disadvantages. The last are the definition of student facilitator and explaining which consists of types with its implementation, and teaching conversation by using SGD and SFE.

Chapter III is the methodology of the research. It consists of research design, object of the study, method and instrument of data collection, data analysis, and research procedure.

Chapter IV is the research findings and discussion. It consists of all data that is found by the implementation of the methods and the analysis of the result data.

Chapter V is the conclusion and suggestion.

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