

CHAPTER I

INTRODUCTION

1.1. Background

English is a foreign language in Indonesia. The objective of teaching English in Indonesia is to enable the students to communicate in English each other and the objective of teaching English is to develop English communicative skills both receptive and productive. English as one of the international languages plays an important role in the international communication. English is used as a tool for international communication in many fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001:8). Based on the importance of English as a tool in the development of the country, both for international relations and scientific-technological advancement, English was chosen by policy makers in Indonesia as a foreign language to be taught in school nationwide. Chappelle (2003:20) English is a language that needs to be mastered so that competitiveness between educators can increase. This is the reason that English is one of the mandatory subjects in the Indonesian Education curriculum program. Subjects in English are considered to be able to help educational needs which become provisions for students to master English which is also an international language.

Teaching is a process of teacher to transfer the knowledge to students. Teaching is an activity when is emerging based on accurate planning. The

program or planning which probably become learning actions is arranged to grow up self learning Rahayu (2009:28). Meanwhile Brown (1980:8) defines that teaching and learning heaving close relation, both are cannot be drawn apart teaching style, approach, methods, and classroom techniques will influence how the learners learn. Because of teaching is the process to lead and facilitate learning, enable the learner to learn, and relies on the help of the use discussion technique in teaching English.

Teaching English is not easy to students in learning to understand the meaning, speaking, grammar and also to speaking in English. In this case the teacher have to has some way or strategies to make the students are easier in learning English.

Teaching English using discussion technique is the strategy that using by the teacher to make it easy for students more understand and comfortable in learning English. According to Stephen (2005:336), discussion as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. They explained further that it is only through discussion that one can be exposed to new points of view and exposure increases understanding and renews motivation to continue learning. Discussion can get out of hand if not properly controlled, the class may turn to a market place and confusion may arise as a result of poor management and informal nature of the organization.

Thus a good strategy will make the teaching and learning process more interesting and will help the students to understand the materials more

easily. Therefore, The researcher interested in doing a research entitled: A DESCRIPTIVE STUDY ON THE USE OF DISCUSSION TECHNIQUE IN TEACHING ENGLISH TOWARDS STUDENTS OF SMA N 5 KUPANG.

1.2. Research Problems

1. What is the type of discussion commonly used by the teacher?
2. What are stages of discussion technique implemented by the teacher in teaching English?

1.3. The Aims of the Study

1. To find out the type of discussion technique commonly used by the teacher
2. To find out the stages of discussion technique implemented by the teacher in teaching English

1.4. The Significance of Study

1.4.1. Implication

This study is conducted to support the theory by Stephen, (2005:336). Discussions as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. In teaching English using discussion technique is the strategy of teacher to make it easier in teaching learning process.

1.4.2. Types of Discussion

Meanwhile according to Azizah F(2018 :30). Discussion is an activity that is used for various purpose. In language teaching, discussion is divided into some types. There some types of discussion propose

1.4.3. Forum Discussion

If there is a special time aside during the program for audience participation, the program is a forum discussion. If the discussion program is presented on radio and television, the audience may ask question by letter or telephone. Regardless of the form of the discussion proper, the producers may aim for audience participation if one of their purposes is to involve the audience and thus stimulate their interest. A forum period is sometimes not used because of time limitations or the explosive nature of the subject and the occasion. The discussion forum is an area where instructors and students discuss key concepts for the week. Discussion forums are known by other names, such as threaded discussion in an online class typically threaded discussion boards, or threaded discussion forums. Discussion in an online class typically happens in one of two ways. A discussion can be synchronous or asynchronous. Synchronous discussion is when the students and the instructor have an ongoing discussion over a period of time, but not necessarily at a specific time. A significant amount of learning can take place on the discussion forum as a class explores topics and

skills necessary for their chosen careers by reading and journals, and sharing experiences, asking and answering questions, and interacting together. There are some stages of forum discussion as follows:

- a. Set up the group
- b. Choose the interesting topic
- c. Make time of discussion

Examples of forum discussion from the group ask question to the audience then the audience can answer the question from the letter and from the group they give time to the audience to ask question one question two or three minutes if can't answer they give the another group to answer type question.

1.4.4. Panel Discussion

In panel discussion, a small group of discussants talk, much as in a conversation about the topic. Informality is the keynote, and the members of the group can interrupt one another. A moderator may be assigned the role of cutting off verbose members and encouraging quiet ones. The panel discussion is often organized around an outline of topics or questions, and the participants extemporize their comments much as a speaker might outline and deliver a speech extemporaneously. A panel discussion is a specific format used in a meeting, conference or convention. It is a live or virtual discussion about specific topic amongst a selected group of panelists, who share differing perspectives, in front of a large audience. The

panel is typically facilitated by a ‘ moderator’ who guides the panel and the audience through the event. The panel, typically 3-4 experts or practitioners in the field, shares facts, offers opinions and responds to audience questions either through questions curated by the moderator or taken from the audience directly. The moderator’s task is to organize effective and result oriented discussion on topic questions.the panel session typically lasts for 60-90 minutes. Use a panel when you believe the group of panellists will generate something more interesting than any onen individual panel member could generate on their own. There are stages of Panel Discussion as follows :

- a. Divided students into group
- b. Choose the topic
- c. Explain the topic to the students

Examples of panel discussion every group discuss the topic and after that give time to the audience to ask question, if from the group didn’t answer the question may give change to another group to answer the question. some audience ask about the topic or ask the group to explain about the topic.

1.4.5. Symposium Discussion

Another widespread form of public discussion is the symposium discussion. In the symposium, a group of experts divides up the topic. Each is allotted a certain amount of uninterrupted time in which to make a brief statement. After the prepared of speeches, the

experts may participate in a panel discussion, they may question one another, another group of interrogators may question them, of the audience may be invited to participate. there are five symposium discussion. There are some stages of symposium discussion as follows:

- a. Teacher gives topic to student
- b. Divided student into group
- c. Teacher explain the topic to student

Example from symposium discussion, teacher divided student into six group, from group one present the result of the discussion and be responded by other groups and after that teacher gives some feedback the group. or from other group give some question to another group.

1.4.6. Interrogation

Broadcasters have popularized another version of the discussion program a format that, essentially, involves the questioning of experts. In the dialogues of Plato, Socrates plays a game in which one party to the dialogue agrees to answer all of the other person's questions. In this fashion the questioner is given a chance to test the adequacy of the one person's ideas. There are some stages of interrogation as follows;

- a. Divided students into group
- b. Choose the topic that going to discuss
- c. Teacher explain the topic to the group

Example of interogation from group each group discuss with their friend and after that go infront the class and read their result to audience and from other group ask question roll-play

1.5. Stages of Discussion

In the oral class, discussion is implemented as an activity. Green,et. al and Lam in Richards, et, al (2002: 226) propose three stages in theimplementation of a classroom discussion.

1.5.1. Pre-discussion

In this stage, viable discussion and associated partner groups areformed. Students have found groups of four to be the most appropriatenumber of participants for fluent interaction. Each group draws up alist of possible discussion topics, deriving principally from theircurrent professional, academic or developmental concerns. Next, atopic for discussion is selected and divided into manageable areas ofenquiry for the time available. Responsibility may then be apportionedamong individuals for researching and exploring particular aspects ofthe topics. If preferred, the whole topic may be researched and thoughtabout by each participant. There are some stages of pre-discussion as follows:

- a. Choose the topic in discussion
- b. Divided group
- c. Do the discussion list

Examples of pre-discussion every group have to discuss with friend and after that performe in front the class, from audience ask question to the group or give some idea to the group.

1.5.2. Discussion

In this stage, the groups discuss the topic while partner groups of observer evaluators monitor the process, using a variety of instruments to record the data. This procedure is described in details later. There are some stages of discussion as follows:

- a. Divide group
- b. Prepare jury
- c. Prepare material to be discussed
- d. Choose an interesting topic and try to master the material
- e. Give change to the audience to ask questions
- f. Answer the questions that given by the audience

Examples of Discussion teacher divided group for example one group has the jury to present the topic in front of the class, from audience ask question to the group and from the group answer the question from the audience or maybe still not sure about the answer then give another audience to give protest.

1.5.3. Post-Discussion

In the last step, first there should be peer feedback from the observer evaluators. The teacher may then give feedback on content, into group dynamics and linguistic appropriateness to groups

and individuals. Finally, the groups decide on ways to enrich and extend the topic or, alternatively, to choose a new topic. In conclusion, in a discussion people need to have stages of discussion to create a good discussion. Stages of discussion will make discussion process well organized. There are some stages of panel discussion as follows:

- a. Choose topic
- b. Choose moderator in each group

Examples of panel discussion group discussion talk much about the topic, from the other group ask question.

1.5.4. Group Discussion

In its implementation, discussion can be divided into 7 types. They are round table discussion, group discussion, panel discussion, symposium, colloquium, debate, and fishbowl. Implementing group discussion in the program is aimed to organize discussion in large classes which has students with different levels of proficiency, age, and background of education. Group work is one of ways to organize discussion in large classes. Group discussion refers to an activity done by a small group of people which involves communication and exchange information in order to understand and achieve something. In the pre-discussion in the stage of discussion proposed by Green, Christopher, and Lam in Richards and Renandya (2002:226), forming the group is the first activity in a discussion. They add that the most appropriate number of students in a group discussion is group of four.

Moreover, Gulley (1960: 62) states that discussion occurs only in groups, and cannot be studied systematically without considering the concept of the group. Therefore, group is an important thing in discussion.

However. With regard to the background of thye members, the grouping is something that needs to be considered as the first or failure the discussion will be. Every member of group as accepted their own a common goal add in discussioon they are ettempting to find the way how to get the goal sharing ideas, thinking together, and doing interaction.Group diacussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process.Here the exchange of ideas takes place in a sytematic and structured way. The participants sit facing each other almost in a semi- circle and express their views on the given topic/issue/problem. Students do the group discussion. There are some stages of group discussion as follows:

- a. Students in groups do the question in assigment group paper
- b. Students do the group discussion
- c. Facility students to do discussion reports
- d. Each group presents ther results of the discussion in front of the class

Example ofgroup discussion, students sit in group and discuss the topic, one group is about ten people. Each group present the result

in front the class, and from another group give question about the topic.

1.5.5. Application

1. The research result of this study is useful for students' teacher and all of the readers.
2. The research result of this study will be helped teacher to improve students teaching English in learning by using discussion techniques.
3. The research result is to using for other researcher when interested to conducting about A Descriptive Study on the use of Discussion Technique in Teaching English towards Students.