

## CHAPTER I

### INTRODUCTION

This chapter describes all aspects related to research. This chapter contains the research context, research focus, research objectives, and significance of research, scope, and limitations, and definitions of key terms.

#### **A. Research Context**

Method is a characteristic of a teacher how they express their ideas, how could a teacher not be able to do that? Of course every teacher must have a special methods to find a solution in learning. So that the lesson or what they said will influence to the students, especially in delivering English.

But there are many of them who have problems with the English they learn as well as the methods they do not want to end up feeling lazy and do not like English and choose not to learn English anymore. We are very enthusiastic about learning a student in the classroom or outside the classroom because with their enthusiasm, a teacher also becomes enthusiastic and spirit. That is what will then provide motivation and feel valued. Using the right method in teaching is the right way and of course is very necessary for a teacher, because with these methods we can manage and control the course of a teaching and also we can know what we should convey and what a need is. And of course the method has been used by countries in the world, with various methods that have been selected and become evidence of its effectiveness. Not infrequently they use the different methods they have.

As a teacher must provide the best methods and strategies for students by mobilizing all the abilities he has in the scope of learning at that time. A method cannot be used if they cannot master and understand the method. Frequent misunderstanding or can be said to be wrong in using it. Therefore, what teaching methods are suitable and suitable to be used in learning English so that the teaching and learning process in the classroom can run smoothly in this study how a researcher can find out whether by using discussion teaching methods students can increase and foster a new enthusiasm to learn English more? Islamic methodology see methods as purely technical procedures, lacking any normative elements, and hence completely objective. So with the notion the method can be purely technical we can contend that methodologies with establish the condition for using the methods.<sup>1</sup> The method of the researcher intends is the method of discussion teaching which aims to give English language skills in the classroom or in the community by using methods based on the participations between the students and the teacher: for example in the classroom we can discuss about the material provided by the teacher or lecturer, a teacher must provide direction and steps in discussing with it students can understand what is instructed by the teacher. In activities in the classroom each student has different abilities and have different methods and strategies from other friends, some of them have a low intellectual to understand the lesson and there is also some of them that has a higher intellectual in understanding the lesson therefore in discussing a teacher

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<sup>1</sup> Louay Safi, *The Foundation of Knowledge: A Comparative Study in Islamic and Western Methods of Inquiry* (Herndon: The International Institute of Islamic Thought, 2014), 19.

unites all the keys in a discussion in the class, so that they can share experiences helping each other in terms of knowledge and other things.<sup>2</sup>

Actually the discussion about learning and education has been long and widely researched by educational researchers, as far as they are researched it has given birth to thousands or even hundreds thousands of results they have found and at this time researchers will provide a study that will bring up new things that have never been used a problem that can be investigated is about the use of discussion teaching methods in giving enthusiasm to the student, because researchers depart from a problem that researchers must solve so that we will find an appropriate answer for making a research result that can be used as a comparison and source material that can be accurate.

The discussion teaching method itself must be used with flexible and dynamic principles, because with the flexibility and dynamism of the method, the use of the method is not only share the material and solving the problem but in the discussion activity the classroom will make the students have more excitement especially in learning English with this discussion method, the students feel enthusiasm with the materials given, but an educator is able to choose one of the various alternatives offered by the experts he considers fit and infrastructure, the situation and environmental conditions, because in this discussion methods will always be dynamic when adapted to the existing circumstances.

In this study, the researchers observed directly to the school to be studied, namely in the tenth grade of SMA Plus Darul Ulum Blumbungan, where the researchers found a phenomenon in the classroom namely in the teaching learning

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<sup>2</sup> Jay R Howard, *Discussion in The College Classroom Getting Your Students Engaged and Participating in Person and Online* (Francisco: Jossey-Bass, 2015), 79.

process that is English teachers who teach in an old pregnancy or in ineffective conditions if the teacher still continues to teach and continue in the teaching and learning process, but the teacher still continues to teach as usual other teacher are teaching when the researcher asked the teacher, she said “I will continue to teach until I am banned by my husband and the doctor because both of them know me better about my condition”, based on the statement can be maximized that not to be an obstacle and the reason for the teacher to be inactive and spirit in the classroom, that's why researchers say there is a unique phenomenon in this study. And also does not affect students to be inactive and spirit in learning English in the classroom and that researchers have asked some students, they are still enthusiastic in the in discussion as usual students discuss, therefore researchers are interested in researching and getting the most out of the findings of the phenomenon in the classroom.

The discussion teaching method will make a cause of the formation of a passion in learning English as long as English is still available and is still used as a lesson included in the school curriculum. Not only that the process of working this method is very cool and will not give a good impression for students especially for the teacher himself. In this study, we tried to investigate the use of discussion teaching methods in SMA Plus Darul Ulum, Blumbungan, Larangan Pamekasan, and what kind of results we obtained from the study to find out the extent of the results we found in this study. Therefore researchers try to know the excitement of the students and a unique finding or phenomenon at the first grade of SMA Plus Darul Ulum.

## **B. Research focuses**

Research focus is what might wish to investigate or even a problem.<sup>3</sup> Its means that the researcher need to arrange some question to guide the research.

Based on the definition above, the researcher arranges some questions to guide research as follow:

1. How the teachers use the discussion teaching methods in giving enthusiasm in learning English to the student at the tenth grade of SMA Plus Darul Ulum?
2. What are the advantages of the use of discussion teaching methods in giving enthusiasm in learning English to the student at the tenth grade of SMA Plus Darul Ulum?
3. What are the disadvantages of the use of discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum?

## **C. Research Objectives**

Mohammad Adnan Latief explains that research objectives are stated as the goal of research to be achieved by the researchers.<sup>4</sup> On the contrary, Creswell defines research objectives as purposes which means the major intent or objective of the study used to address the problem. From their definitions, the researcher finally defines research objectives as purposes or goals meant to be achieved during the process of conducting the research.

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<sup>3</sup> Jean McNiff, Pamela Lomax, and Jack Whitehead, *You and Your Action Research Project* (London: Hyde Publications, 1996), 37.

<sup>4</sup> Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2012), 27.

From the problems describe above, the researcher formulate three researches objectives as follows.

1. To know how the teacher uses of the discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum
2. To know the advantages of the use of the discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum
3. To know the disadvantages of the use of the discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum

#### **D. Significances of study**

This study explains the esential of research either in science or in social aim, scientific purpose and potential in developing knowledge, whereas in social aim is guided as one of efforts and steps in solving social problem and class problem.<sup>5</sup> In the same word, this section involves the importance and deserve of problem that will be investigeted. So researcher expects that this study will give some advantages to whoever they are.

In this case, there are two kinds of research significances that provide in this research. The first is theoretical significances, and the second is practical significances.

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<sup>5</sup> *Pedoman Penulisan Karya Ilmiah Edisi Penyempurnaan* (Pamekasan: STAIN Pamekasan Press, 2015), Page 19.

1. Theoretical Significances
  - a. Expanding and Enriching our knowledge or scientific theory about interactive discussion teaching method itself.
  - b. The result of this research can take as reference for someone who want to conduct research in teaching learning process using the interactive discussion teaching methods.
2. Practical significances
  - a. For the lecturers or teachers, it can give e new approach for students and effectiveness in teaching this discussion teaching methods
  - b. For the students, the result of this research can add the new experience dealing wirh learning english to make the students enthusiasm exacly in teaching learning
  - c. For researcher, it can be a new and interesting lesson to be an important insight for him.

#### **E. Scope and limitation of the study**

Scope is focus on the thing which intended to search by researcher, whereas limitation is as potential weaknesses or problem with the study that identified by the researcher. It means that scope drives from thing by which the researcher would like to search.

Therefore, the scope of this study is teaching English by using interactive discussion methods, the limitation of this study is limited on the first grade of SMA Plus darul ulum blumbungan larangan.

## **F. Definition of Key Terms**

It explains some terminologies which is used to get some interpretation and avoid unclear meaning. To make the reader easy in understanding the title, here are the meaning of each word that can be read by reader. To avoid misunderstanding of the reader, the researcher uses some definition for the key term as follow :

- a. Discussion methods is a teaching method in which the teacher gives a problem or topic to the students, and the students are given the opportunity together to solve the problem by giving the questions and answer.
- b. Enthusiasm is a feeling of spirit or concern for participating in an activity. They have an attitude of caring for the something that makes them happier to do that.