**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Problem**

English is probably the most famous language in the world. English is widely used in many countries around the world and has been considered as an international language for years. Siahaan states language is a set of rules used by human as a tool of their communication.[[1]](#footnote-2)Language is a tool of communication that cannot be separated from humans’ daily activity. It is used to deliver massages or idea from the speaker to the listener and the writer to the reader in interaction among themselves with their environment.

Learning language, then, means learning to communicate in the target language both in spoken and in written forms. In order to be able to communicate effectively in a language, one should have good knowledge of language components that make up the interaction. Human being can not be separated from language, because language is prime factor in our live, especially to communicate between one another. So it is impossible for one who lives in the society without adequate of how to use language. It is necessary for us to know and understand that English language is an international language.

There are many languages used as a means of communication by people all over the world.One of them is English, which has a role as an international language.With this language we can communicate and interact with other people who use English or who have learned this language. Moreover, in international communication, English has been accepted to be used in many field of studying or working, so it is ensured that English is a universal tool of communication.

In learning English, there are four English skills namely: listening, speaking, reading, and writing. The English components are grammar, pronunciation and vocabulary. The four English skills are the basic of learning English and the English components are taught to support the four English skills and the grammar is one of the English components that should be mastered by the students who learn English because grammar is valuable and important in using English.

Learning grammar is very important part to improve English skill such as listening, speaking, reading, and writing. Grammar is one of the basic that have to developed to make a good English comprehend. According to ValeikaandBuitkienesaygrammaris a systematic description of the structure of a language.[[2]](#footnote-3) It means that grammar is a system of rules that defines the grammaticalstructure of a language.

Harmer says that the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language.[[3]](#footnote-4) This statement shows us that grammar is the system of language which can help one to learn a language more quickly and more efficiently.Cunningsworth says grammar is immensely important, being the system of rules for the formation of correct sentences and it is essential that learners are able to both understand and use the rules of grammar.[[4]](#footnote-5) In order for communication to be successful we have to be structured our discourse in such way that it was understood by our listener or readers.

Learning English cannot be separated from sentences. Sentence is a syntactic category of expression consisting minimally of a noun phrase followed by a verb phrase in the structure.[[5]](#footnote-6) By using the complete sentences was be easy to express an idea and easy making an interaction between the people and was given the comprehensive each other. Using English properly means using the language according to the purpose of the speakers who can express their though through the sentences which give good meaning. Furthermore, knowing the various sentences and its structure can help the students in create a conversation in all situations.

Teaching sentence as one of grammatical items is very important, the students expected to master all sentences to comprehend English well. Unfortunately the objective seem difficult to be achieved, most of the students still found difficulties when they engage with sentence particularly in modal auxiliary as part of sentences, so they could not understand it well. The students found it difficult since the way in teaching sentences by memorizing the formula considered make the students bored, so the students tend to forget it easily. That was found when the writer gave test about modal auxiliary to students of tenth grade of SMP N 2Banjit Way kanan .The result can be seen in the table below:

**Table 1**

**The Students’ Score of Modal Auxiliary Test at Eighth Class of SMPN 2 Banjit Way Kanan**

**in2016/2017**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score** | **Total of Students** | **%** |
| 1 | ≥70 | 67 | 30% |
| 2 | <70 | 145 | 70% |
| **Total** | | **212** | **100%** |

*Sources:* The score from English teacher of SMPN 2 Banjit Way Kanan

From the table above, it means that the students’ Modal Auxiliary mastery is low. From the table above, it means that Modal Auxiliary score should be increased, because in SMPN 2 Banjitthe criteria of minimum mastery (KKM ) is 70.

In line with the problem above, the teacher should have various technique in teaching learning process in order the students enjoy in their learning process one of them is by using panel discussiontechnique in teaching modal auxiliary. This is one of the ways to make teaching grammar more effective and making the students active. So they enjoy and easy to get the subject. Besides interviewing the English teacher there, the writer also interviewed the students, they said that the teacher seldom used various techniques in giving material, she only used one technique in teaching English, so the students feel difficult and have low motivation to study English, as a result the students is unable to mastering english well.

To motivate the students to learn english, the teacher must select and choose an interesting and motivating tehnique so that the teaching learning process will run well. This idea is supported by Brown who says that technique should be motivating. One technique that can be applied in teaching english is discussion. Interesting method must be applied in language teaching learning process to encourage students’ in english mastery such as by using panel discussion. This tehnique is expected to be able to make students interesting and supposed to increase their english through panel discussion given. According to Julia panel discussion is an important teaching technique which canbe employed by a teacher in classroom situations foreducational purposes.[[6]](#footnote-7)It can be a whole period or be a part of a lesson. It is strategies that centre a shared conversation discussions and exchange of ideas in class. It gives opportunity for all to sit and listen, as well as talk and think, thus, emphasizing the process of ‘’ coming to know ‘’ as valuable as ‘’ knowing the right answers. In this case, the writer felt interested to increase students’ grammar especially in modal auxiliary mastery by using panel discussion technique in order to the students have motivation to learn grammar.

Barrett say grammar is the system of rules implicit in a language, viewed as a mechanism for generating all sentences possible in that language.[[7]](#footnote-8)If you learn English, the grammar is not the main goal, grammar is very important in strengthening structure and improving fluency in language.There are many aspects of discussion in english grammar one of them modal auxiliary. Auxiliary verb capital or Verb capital is a word placed before main verb to modify the meaning of the main verb.[[8]](#footnote-9)

Based on the statement above, the writer applied panel discussion learning in teaching modal auxiliary comprehension. panel discussion learning is one of learning strategies which is considered applicable and useful in increasing students’ modal auxiliary comprehension and make the students active during the learning process. Students must work in groups to complete tasks collectively. Furthermore, the teacher’s role changes from giving information to facilitating students’ learning. Everyone succeeds when the group succeeds. panel discussion learning has some technique, they are, discussion, mind mapping, think pair and share, etc.

In this research, the researcher was made a situation where the students feel enjoy in learning process so that they would be motivated to learn modal auxiliary. The researcher tries to apply the technique that may be effective to improve the students’ modal auxiliary ability to solve the problems in comprehending the grammar. the writer applied panel discussion technique in teaching modal auxiliary. panel discussion technique is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objectives. Panel discussion is one of the cooperative learning tehnique. Panel discussion  was developed by Aronson. Panel discussion is used firstly in 1971 in Austin, Texas. The purpose of panel discussion is to develop student’ mindset to think creatively. It makes the students to be independent. It also keeps existence of high level responsibility.

The purpose of using panel discussion technique is to make the students easier to understand the material. The students can think in a different way, especially about modal auxiliary. Using panel discussion technique can give combination in education approach and can develop the students’ competence. Hopefully teaching modal auxiliary by using panel discussion technique can be more meaningful.

Based on background above the writer wants to give the good treatment to the students and tries to give solutions to overcome their problems. The writer try to rise the case of his thesis in title” The Influence of Using Panel Discussion Technique Towards Students’ Modal Auxiliary Mastery at the first Semester of the eighth class of SMP N 2 Banjit Way Kanan 2015/2016 Academic Year.

* 1. **Identification of the Problem**

Based on the background of the problem above the writer found some problems as follows:

1.The students’ modal auxiliaries mastery is still low

2. The students find difficulties in mastering modal auxiliaries

**1.3 Limitation of the Problem**

Based on the identified above, the writer focused on The Influence of Using Panel DiscussionToward Students’ grammarMastery, especially in the Modal auxiliaryat the first Semester of Eighth Class of SMPN 2 Banjit, Way Kanan in 2016/2017 Academic Year.

**1.4 Formulation of Problem**

Based on the identification and limitation of the problem above, the writer formulated the problems “istherea significant Influence of Using Panel Discussion Toward Students’ Modal Auxiliary at the firstSemester of eighthClassof SMPN 2 Banjit, Way Kananin 2016/2017 Academic Year ?

**1.5 Objective of the Research**

The objective of the research is to know whether there is significant influence of using Panel Discussion toward students’ Modal Auxiliarymastery.

**1.6 Use of the Research**

The uses of the research are as follows:

1. To give information about the influence of Using Panel Discussion towards students’ Modal Auxiliary mastery
2. To give information to the teacher of English about the importance of grammar mastery.
3. To motivate students in learning Grammar especially Modal Auxiliary.
   1. **Scope of the Research**

**1. Subject of the Research**

The subjects of the research wasthe students of the firstsemester of eighthclass of SMPN 2 Banjit, Way Kananin 2016/2017 Academic Year.

1. **Object of the Research**

The object of the research werethe students’Modal Auxiliary mastery and the use of Panel Discussion.

1. **Time of the Research**

The research conducted at the first semester in 2016/2017 academic year.

1. **Place of the Research**

The research conducted at SMPN 2 Banjit, Way Kanan.

1. SanggamSiahaan, *The English Paragraph*, GrahaIlmu, Yogyakarta, 2008, p 1. [↑](#footnote-ref-2)
2. Laimutisvaleika and JaninaBuitkiene.*An Introductory Course in Theoretical English Grammar.*Vilnius Pedagogical University. Lithuania.2003. p. 7 [↑](#footnote-ref-3)
3. Jeremy Harmer, *The Practice of English Language Teaching 3rd Ed.* Pearson Education Limited, Malaysia. 2001. p. 12 [↑](#footnote-ref-4)
4. Alan Cunningsworth, *Evaluating and Selecting EFL Teaching Materials.*Heinemann Educational Books Ltd. London. 1984. p. 18 [↑](#footnote-ref-5)
5. Victoria Fromkin, Robert Rodman and Nina Hyams.*An Introduction toLanguage.*LymUhl, Canada,2011,p.592 [↑](#footnote-ref-6)
6. Julia Gilar,*A Manual For Practicing Teachers.*Mier college of education. University of englan.2008.p1 [↑](#footnote-ref-7)
7. Grant barrett,2010,*Perfectenglish grammar,*calisto media. p 80 [↑](#footnote-ref-8)
8. Martin , 2016, english grammar and compstition, england,s’chand media ,p 95. [↑](#footnote-ref-9)