**CHAPTER II**

**FRAME OF THEORY AND THINKING AND HYPOTHESIS**

* 1. **Concept of Language**

Boey says that language is a social phenomenon. It is a means of communication between individuals. It also brings them into relationship with their environment. Language is therefore socially learned behavior, a skill that is acquired when we grow up in society.[[1]](#footnote-1)Theodore states that in the language and literature of every people are preserved its hope, its aspiration, and its thinking.[[2]](#footnote-2)

Language is the everyday spoken utterance of the average person at normal speed. It seems that language is what people speak not what people write. Language is sets of habits. This suggests that acquiring language requires the frequent uses of the language. In other words, learners need lots of practice to master the language. In relation to learning a language particularly in formal settings there must be maximum expose which is gained by the repeated uses of the language. Beside this factor the humanalso have to consider the natural situation in learning it. The natural situation means feeling curious and they will be motivated to learn the language.

The major objective for teaching a foreign language is to provide the students with an addition medium of communication. The general aim of language teaching is to equip the students with the knowledge and skills required for effective communication in the foreign language. In the other words language is speech.

* 1. **Teaching English as a Foreign Language**

English language is an international language in the world. It has a big influence in human life in the world.English has a very important position almost in every aspect of our life, likely, jobs, technology, science, social, cultural, business, and any more. In Indonesia English is the first foreign language that is learned at the formal school from elementary school up to university. It is expected that the students should have the ability or knowledge of English which can be used for communication.

In teaching English as a foreign language, the teacher should have known what he should do. According to Murcia, “the goal of teaching English a second language or foreign language would be for the learning to gain the ability to communication in the target language”.[[3]](#footnote-3) Based on the statement above it can be said that language learners in this case the students are expected to use or to communicate the language that he or she learner. Brown also states that “teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study of something, providing with knowledge, and causing to know or understands.”[[4]](#footnote-4) It means that teaching is a process that should be done by teacher based on the experiences, knowledge and material preparation the aim of teaching can be reached. And it is also hoped that at the end of teaching English as a foreign language activities he/she will understand the subject that is taught, and the differences in language theories may affect the selection of teaching materials and differences in learning theories may affect the teaching methods.

A method that is based on the assumption that we learn another language as a child learns his native language will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching English in Indonesia may different from the English teaching in India or teaching English in United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives.[[5]](#footnote-5)

Wilkin says that a foreign language is one in which target language is not mother tongue of any group within the country where it is being learned and has any internal communication either.[[6]](#footnote-6) It means that the student who learn English as a foreign language have limited time to use their English in their real life situation. So, in teaching English as a foreign language, the teacher should have good preparation and technique in giving the material to the students. The teachers’ roles are also important because the success of learning language not only supported by the students, but also supported by technique that used by the teacher.

Students who learn English as a foreign language have to practice or use their English in real life situation. They will use their English for communication when they take an intensive English course, when they study in an English department of university or institution, when they visit the local tourist spots in their country where it is expected to see some foreigners, when they work in foreign firms in their countries and when they go abroad for practicing their English and enrich their experiences since there is youth exchange programmers which is conducted by the government regularly every year.

Based on the abstract of language above we can see that someone needs in connecting communication each other, acquiring knowledge and skill, taking education and establishing relation with other people. In teaching learning process, the teacher will use language to communicative and transfer the material to the students. The teaching learning processes are not going on without language. It shows that language will take the important role in communicative and important aspect of education in teaching and learning process in this era particularly English.

* 1. **Concept of the Discussion**

Discussion refers to a communicative situation that allows its participants to express views and opinions and share with other participants. It is a systematic oral exchange of information, views and opinions about a topic, issue, problem or situation among members of a group who share certain common objectives.

According to Poskiniene Discussion is a communication process when both parties send a message which must not only be properly encoded but also decoded.[[7]](#footnote-7) William says that discussion is defined as two ways, spoken communication between the teacher and the students, and more importantly, among the students themselves.[[8]](#footnote-8) It is important for the students to give the stimulation in order the students can be more active in their learning activity.

* 1. **Type of Discussion Technique**

There are three basic kinds of discussion techniques that can be profitably used inthe vocational classroom.[[9]](#footnote-9)

1. **Group Discussion**

Group discussion is a communicative situation that allows its participants to express views and opinions and share with other participants and it is a systematic oral exchange of information,views and opinions about a topic,issue,problem or situation among members of a group who share certain common objectives.

Group Discussion is to talk about a subject in detail. Group discussion may refer to a communicative situation that allows its participants to express views and opinions and share with other participants. It is a systematic oral exchange of information,views and opinions about a topic,issue,problem or situation among members of a group who share certain common objectives.

The group discussion involves that total class of students organized for thepurpose of (1) sharing information concerning a specific topic, and (2) analyzing and evaluating that information in order to arrive at some general conclusions. In a group discussion the participants are expected to contribute meaningfully and help arrive at a consensus.Every group member has to develop a goal oriented or group oriented interaction.A participant needs to be aware of needs of other group members and overall objectives of the discussion. Group Discussion is a form of systematic and purposeful oral process characterized by the formal and structured exchange of views on a particular topic,issue,problem or situation for developing information and understanding essential for decision making or problem solving that is considered the effective method for teaching grammar.

**2 Panel Discussion**

Panel discussion is designed to provide an opportunity for a group to hear several people knowledgeable about a specific issue or topic present information and discuss personal views. A panel discussion may help the audience further clarify and evaluate their positions regarding specific issues or topics being discussed and increase their understanding of the positions of others. Panel discussion is essentially, a small group discussion overheard by anaudience. The panel members (perhaps three or four in number) are seatedbefore the class in a manner that allows them to talk with one another easily and, at the same time, be seen and heard by the class.

**3. Symposium**

Symposium is an educational conference where people get together to discuss thoughts and exchange ideas.Symposium is more formal and less spontaneous than a panel discussion. It is a presentation in which several speakers talk on various aspects of an issue or problem. At the conclusion of the talk, they usually respond to questions from each other and from the audience.

In this research the writerchoosen one of the three kinds of discussion technique. In this case panel discussion chosen as the tehnique for teaching modal auxiliary in doing the research. The writer assumes that panel discussion was very simple to applied than the other and panel discussion was considered as a meaningful method for teaching grammar particularly in modal auxiliary.

1. **Concept of the Panel Discussion**

According to lee, Panel Discussion is a formal presentation that combines the skills of giving a speech and engaging in questions and answers based on the presentation’s subject matter. A panel discussion is where a group of members get together and discuss about a given topic so that all the members put out their opinions, therefore many ideas are discussed and then a conclusion can be taken[[10]](#footnote-10).

Jhonson states panel discussion is a specific format used in a meeting, [conference](http://www.imexamerica.com) or convention. It is a live or virtual discussion about a specific topic amongst a selected group of panelists who share differing perspectives in front of a large audience. 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.[[11]](#footnote-11)According to Thomson, panel discussion is a situation in which a group of people are gathered together to discuss an issue, often to provide feedback on something, to brainstorm solutions to a problem or to discuss an issue of public concern in front of an audience.[[12]](#footnote-12) It is very important for the students to give the stimulation in order the students can be more active in their learning activity. So panel discussion is process of communication to share and solve the problem that involves wholes class in order to find out the situation and conclusion.

Panel discussion can be a powerful means of enabling students to develop their own views based on sound critical thinking. It means, panel discussion is an effective way to facilitate learning process. Panel discussion is way interesting to more motivate the students and actively involved understanding of the material.

A panel discussion is a public exchange of ideas with a goal of informing audience members about a particular subject or issue. In most cases, 3 or more panelists share their knowledge and expertise after being asked questions in a format that allows some discussion.[[13]](#footnote-13) Panel discussions are used to delve into politics, science and community topics, as well as many other issues. Use these tips to conduct a panel discussion for your group, organization or company.

* 1. **Teacher’s Role in Panel Discussion**

The role of teacher in panel discussion is very importance to learn subject. Because this methodcansolves the problem students’ to understand the material. There are two roles the teacher:

1. Teacher as observe

The teacher observes the classroom and cooperative with the students to learn the subject.

1. Teacher as facilitator.

The role facilitator means that the teacher is prepared to step aside to give the material a more meaningful role.

* 1. **Concept of Grammar Mastery**

Brown say grammar is the system of rules governing conventional arrangement and relationship of words in sentence.[[14]](#footnote-14) It can be assumed that grammar tehnically refers to rules of sentence level, note to rules governing the relationship between sentence. Grammar is partly the study of what forms or stucture are possible in a language.

According to thornbury grammar is a description of the rules that govern how a language’s sentence is formed.[[15]](#footnote-15) It is conventionally seen as the study of sintax and morphology of sentence. Studying grammar means that the students know how different grammatical elements can be stung together to make chains of words. So the students can know that grammar learning is very important how we can easily understand a sentence.

There are many aspects of discussion in english grammar one of them auxiliary capital or verb capital that can, will, will, should, should, may, may have and should. This additional equipment adds special semantic components such as capabilities, possibilities, liabilities, necesity, advisability, prohibition, desire and advisability. They have special grammatical features, have more than one meaning and are also complex. Nevertheless the capital is only used with the simplest form of the verb.

* 1. **Concept of Modal Auxiliary**

we will not be able to go into much detail, but we will at least get an overall idea of what their function is in a sentence. In an earlier section of this guide we looked at how the verb phrase can be broken down into its constituent parts and we noted that one of these parts was called a modal auxiliary verb.[[16]](#footnote-16)

Say Azar,Modal is the helping verb there is meaning and the function to more or completed verb ordinary.[[17]](#footnote-17)There is important contrast between the modals and the other type of auxiliary, the primary verbs be, do, and have. Auxiliaries of both types are function words and therefore have grammatical meaning. Primary verbs, however (when they are being used as auxiliaries) have only grammatical meaning whereas modal auxiliaries also have lexical meaning. The study of the precise meanings of the modal auxiliariesand they all have more than oneis a large subject. Generally speaking, Human being can say that modals make a contribution to the meaning of the main verbs they accompany by indicating the degree of obligation or necessity attached to action referred to by the main verb.

In addition to the modal auxiliaries, there is a large and important group of “marginal modals.” These items are like the modal auxiliaries in that they also add “modal meaning” to a verb phrase; but they are unlike them, first, in that most of them are followed by a to-infinitive instead of a base form and, second, in that several of them can be used as main verb. Modal auxiliaries are special [auxiliary verbs](http://www.mit.edu/course/21/21.guide/v-aux.htm)that express the degree of certainty of the action in the sentence, or the attitude or opinion of the writer concerning the action.That is it modal can express do daily activity.

* 1. **Kinds of Modal Auxiliary**

Modal auxiliary is important because these words communicate small but important differences in the user’s attitude and feeling. Misuse of modal auxiliaries can result in confusion and even anger among people who are trying to communicate in either speech or writing. Kinds of modal auxiliary are[[18]](#footnote-18)

1. Ability

This modal just used “can, could and be able to”

Example:

He can help you every day

They could do that while I was waiting for them

He may be able to help you to night

1. Possibility

This modal have types of conclusion meaning and the function just for the sentence affirmative (+) and Introgative (?)

Example:

A: where is Anton?

B: I don’t know, he may be going to home or he may be at library.

1. Wishes

This modal just usedby“may” and just used present tenses and future tenses

Example:

May god bless you

May you never forget us

1. Necessity

Example:

I must do my home work soon

She had to leave you last week

1. Prohibition

Example:

You must not smoke in the class

You must not tell anyone my secret

1. Advisability

Example:

I can’t stop smoking

You should/ought to stop smoking

You had better stop smoking

1. Suggestion

Example:

You could talk to your friend about your problem

The room is very hot, shall I open the door?

1. Expectation[[19]](#footnote-19)

Modals : (be to and be supposed to)

Example:

The minister of mines and energy is to laed the meeting to night

The game is supposed to begin at 10.00

1. Request

Modals: Informal : can,may,shall,will

Formal : might, could,would

Example: May i help your father?

can i ask you something?

1. Stating Preference

Modal : would rather

Example : I would rather wacth tv that study engglish

1. Semi Modal

Semi modal is a verb that spring in one side of its position as verb ordinary, the other hand us ally as an auxiliary verb.

1. Need and dare

Example : Someone is may need now[[20]](#footnote-20).

* 1. **Concept of Student Modal Auxiliary Mastery**

Modal auxiliary is a word such as 'can' or 'would' which is used with a [main](https://www.collinsdictionary.com/dictionary/english/main) verb to express [ideas](https://www.collinsdictionary.com/dictionary/english/idea" \o "Definition of ideas)uch as possibility, [intention](https://www.collinsdictionary.com/dictionary/english/intention), or [necessity](https://www.collinsdictionary.com/dictionary/english/necessity).[[21]](#footnote-21)So it can be concluded that verb assistive capital is an auxiliary verb that serves to add special meaning to the main verb, such as to show what will happen. Modal auxiliary is divided into several types based on its functions.The kinds of modal that is ability, posibility,wishes, necessity, prohibition,advisability, suggestion, expetation, request, stating preference and semi modal.

Based on the explanation above, the writer concludes that the students’ modal auxiliary mastery in this research is their ability to identify and understand thesentence in form of modal auxiliary. In this research, the writer focused on ability, possibility, necessity, and advisability.

* 1. **Procedure of Teaching Modal Auxiliary by Using Panel Discussion**

The teacher check the students’ a The classroom organization does not deal directly with materials, methods, or approaches to teaching modal auxiliary, yet without good classroom organization and classroom management panel discussion technique may be totally in effective. The writer also believe that the group discussion applied to junior  high school and students still have to get more direction from the teacher. Hence, the students might have opportunity to arrange the chairs and Tables in order to have communicative class using a panel discussion technique in the class room after they get instruction from the teacher.

The teacher should be conscious of how close they are to the students.[[22]](#footnote-22) So the method is very important for teaching English because this method gave the benefit both for teacher and the students. It was encourage the student to talk active with their friends and teacher. They also help learners to get used to work cooperatively and helping each other.[[23]](#footnote-23)In doing the research, the writer gave treatment to the students by teaching modal auxiliary using panel discussion technique, the writer applied the teaching procedure as follows:

**1. Pre-discussion activities**

Pre-discussion activities were employed to give information about the techniques, procedures,steps of panel discussion technique, organize the students and introducing about modal auxiliary to discuss in groups. In this activity, the teacher gives an example of modal auxiliary to discuss in groups and some questions the duration of this activity was 5 minutes.

**2. Whilst discussion activities**

In whilst discussion activities, the students do the small group discussion to discussmodal auxiliary, the teacher give the example of modal auxiliary, after that the students discuss with their partner. Then, report their own discussion on the piece of paper that was provided by the teacher, and present the result of their discussion in their own group first and to other groups in group discussion, while other member of groups, clarify, give opinion, and criticize.

During whilst discussion activities, the teacher should observe the groups discussion to make sure that all members of group participate in their own discussions. The time of group discussion was 40 minutes.

**3. Post discussion activities**

The post discussion activities the teacher collects the works of group discussion, the teacher comments the group discussions and giving the reward (score) to each group and members of group who participate in discussions, the teacher may give some corrections if any, and the teacher may give several oral questions to members of group randomly. Those activities above conducted in several meeting answer together.

* 1. **Advantagesand Disadvantages of Using Panel Discussion in Learning English**

Advantagesof Panel Discussion

1. Provide an opportunity for the listener to follow the various views at once.
2. Usually in a panel discussion of pros and cons arise view, increasingly fierce pros and cons, then the discussion will be more interesting to follow.
3. In the panel discussion, group discussions will be careful in the filed of view or expression, because it will be able to immediately realize sued or denied
4. Participants who have the knowledge and ability of deeper discussion points can present views.

Disanvantage of Panel Discussion

1. The panel discussion becomes uninteresting if all participants are anxious to express their views frankly and all participants feel free to be different views.
2. The atmosphere in the panel discussion will be crippled or unbalanced if no participants are much more agile in delivering than others. The panel discussion is not being balanced if the only people who think that - that's it. And should the participants took part in the opinion.
3. There are times when the moderator was forced to try to make their own conclusions and present it in the discussion. If there is a difference of opinion among the participants, the moderator must draw conclusions.
4. Must choose moderator courageous and able to intervene to save the discussion in order not to limp or biased. If there is a debate among the participants. Then, the moderator should intervene to take these conclusions.
5. There is a possibility of "defamation" in a panel discussion[[24]](#footnote-24).
   1. **Frame of Thinking**

English has esential meaning in education, therefore the sutudents of senior high school should have abilitty in english lesson. The students should be mastery for skills in english, they are, listening, speaking, writting and reading. Bise of the skils human most be learned a grammar to more efective learn english.

Panel discussion is a technique in which students work in small group. Panel discussion can be used in a variety of ways for variety goals, but it is primarily used for the acquisition and presentation of a new material, review, or informed debate.Based on this theory,  the writer  assumes  that grammar lesson especially modal auxiliary will be more effective  with panel discussion technique, because the students who using panel discussion  will get more  significant  understanding in modal auxiliary and self independence.

Panel discussion can be held for various reasons, one of them in teaching learning process. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the panel discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Panel discussion can solve the problem in mastery modal auxiliary. So by this way will be developing students’ awareness, self confidence and independence in learning which prove educable to the students, and also panel discussion is effective in motivating students to learn modal auxiliary.

* 1. **Hypothesis**

From all of theories that are discussed above, and the frame of thinking, the writer formulate the hypothesis as follow:

Ho : there is no significant influence of using panel discussion towards students’ modal auxiliary mastery at the first semester of the eight classin SMPN 2 banjit.

Ha : there is significant influence of using panel discussion towards students’ modal auxiliary mastery at the first semester of the eight class in SMPN 2 banjit

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