CHAPTER I

INTRODUCTION

This chapter discusses about the background of study, the problem statement of the study, the objective of the study, the significance of the study, the scope of limitation, and definition of key term. Those are very important to give a brief explanation about the intended study.

A. Background of Study

Mastering the communicative competence in using English is important, so that the Indonesian government adds the teaching of English from junior high schools, particularly for senior high schools, in fostering the students able to communicate both in oral and in written forms to overcome their daily problems.[1] Thus, the teaching of English is to develop the four skills: listening, speaking, reading, and writing.

Speaking, as one of the four skills, should be developed to develop the students' ability communicating in English. Learning speaking is very important for students. Speaking is an activity to understand and gain information in verbal communication. Speaking is also the activity of expressing ideas and thoughts through verbal language. The ability to understand what other people talk and to answer in the target language is the indication of mastery the language.

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[1] Isdarwati, *The Implementation of Group Investigation to Improve the Students' Speaking Skill.* (Dinamika Ilmu: 2016)

In fact, not all students are able to speak English. Many students are low in speaking ability. Many English learners are reluctant and unmotivated. There are several factors that influence the students to reluctant to talk and less her experience of students in learning speaking. So in teaching speaking, the application of teaching strategy in accordance with the conditions of students is very important. Strategy to be used will greatly help students to improve speaking skill. Before determining appropriate teaching strategy should know what the students' problem is in learning.

At SMAN 1 Pare, especially class XI IA 2, various methods have been carried out to improve students' speaking skills in English including teachers delivering material by means of lecture and question and answer methods, designating students to come forward to speak English and telling story heir experiences or whatever they want to convey students at the beginning of the learning process, give questions to students at the beginning and end of learning, and ask students to respond to the responses of other students. But in reality the ability of speaking students in English is still relatively low.

There are some problems found by teachers and researchers while in class including, students are actually able to speak English but they are afraid of being wrong and mastery of material is lacking, in the class there are only about 3-5 people who actively answer teacher questions even though students in the class are 35 students, when given the opportunity for students to ask, it can be said that almost no students ask. If not appointed, no one dares to answer questions, both the questions of other students and the teacher. The results of evaluations

conducted at the end of the learning process showed that only about 10 students reached the KKM.

One of strategy in order to make students speak is using group investigation method. Group investigation is the one of kind cooperative learning. Cooperative learning techniques based on group investigation methods focus on problem solving tasks.[2] Cooperative learning teaching system can be defined as a system of a work/study in a structured group.

> Cooperative learning is more than having students work in groups: it is a fundamental shift from teacher as information provider and sole source of truth, to teacher as facilitator (Ivy Geok-Chin Tan, ShlomoSharan, and Christine Kim-Eng Lee., 2006).

Group investigation is effective to use in teaching speaking; the application of group investigation in speaking is very good for the students, so that students become active and freely to speak up in learning speaking.[3] So, the writer takes using of Group Investigation method as a topic of this research. That is the reason why the writer chooses the title for this paper "IMPROVING ENGLISH SPEAKING SKILL USING GROUP INVESTIGATION METHOD OF THE SECOND YEAR STUDENTS OF SMAN 1 PARE"

From the previous research "The Implementation of Group Investigation to Improve the Students' Speaking Skill" examines improving the students speaking ability through group investigation. The participants of this study are

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[2] Johnson, D.W. & R.T, *Cooperative learning and achievement. In S. Sharan (ed.), Cooperative learning: Theory and research.* (New York: Praeger, 1990).

[3] Mufidah, Asrarul, *The Application of Group Investigation (GI) in Speaking Class by an English Teacher at Tenth Gradeof SMAN 4 Kediri In Academic Year 2015-2016.* Unpublished Thesis: Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2010.

second grade students of SMA 2 Samarinda. The researcher uses classroom action research since is focuses on a particular problem faced by the teacher when practices in a certain classroom. To collect the data the researcher uses observation sheet, speaking test and field-note. After the implementation of Group Investigation through two cycles, the researcher concludes: Group Investigation improved the students' speaking ability by a) increasing the students' pronunciation, grammatical, vocabulary, and fluency, b) by reducing the students' reluctance to speak, worry of making mistakes, and afraid of being laughed at by other students.[4]

The others previous studies done by Ayu Sofyana (2013) "The Implementation of Cooperative Group Investigation (CGI) Method to Improve English Speaking Skill of the Second Year Students of MA Ma'arif 8 Ihyatul-Ulum Lamongan" it was reported that the implementation of cooperative group investigation can increase students' activities. The successful of classroom action research can be known from the score. This research done with use two cycles, in cycle 1 the percentage of the students' activity was 74.23%. in cycle two increase become 94.11%.

B. The Statement of the Problem

Based on the background of study above, the problem of this study is "How can the group investigation method improve students' speaking skill for the second year students of SMAN 1 Pare?"

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[4] Isdarwati, 2016.

C. The Objective of the Study

The present research was aimed to know and explain how the group investigation method can improve students speaking skill in English classroom of second year students of SMAN 1 Pare. The researcher hopes this method can increase the students' speaking skill.

D. The Significance of the Study

The researcher is expected to give some knowledge for the teacher, the students, and the next researcher.

1. For the Teacher

   The teacher can contribute experience to use group investigation method in the learning process, especially learning speaking to improve the quality of classroom learning. With this method, the teacher can make students focus on the material to be tough. This is expected to provide a new perspective as a variation of new strategies that can be developed in the teaching and learning process in high school.

2. For the Student

   The student can improve their speaking skill using the group investigation method. The students can work individual and group in their assignments and the students can master the material.

3. For the next Researcher

The next researcher gets general knowledge of how to improve students' speaking skill. the research also can be used as the foundation for the next research.

E. The Scope and Limitation

The researcher focused his study on speaking through group investigation method. The subject of the research is second grade of SMAN 1 PARE. The scope and limitation of the study involves the time and the tools/materials which will be used in this study.

F. Definition of Key Term

The purpose of the definition of key term is to make the term clear for the readers to comprehend the topic discussed in this study. The key term are defined as follows:

1. Speaking Skill

Speaking is an act of making vocal sounds, speaking means to converse or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking skills also help to assure that one won't be misunderstood by those who are listening. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves

more than just pronouncing words. Speaking skills is very important skill, because speaking is one of our ways to communicate. One of the goals of learning English is fluent in English speaking. Someone is said to be smart English if the person is adept in speaking English. Many ways that can be used to improve speaking skills.

2. Group Investigation

Group investigation model is related to the activities of collecting, analyzing, and synthesizing information in order to solving a multi-task problem. The students can look for any information from the inside or outside the classroom, such as: books, institution, or society. In implementing group investigation can be done in six steps. Those steps are: 1) identifying the topic and organizing pupils into groups, 2) planning the learning task, 3) carrying out the investigation, 4) preparing a final report, 5) presenting the final report, and 6) evaluation. Figuring out the steps, the implementation of group investigation technique started from identifying topics that can really influence the further steps.[5]

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[5] Isdarwati, 2016: 248