

## CHAPTER I

### INTRODUCTION

This chapter describes the introduction to the classroom action research (CAR) that include the issues dealing with the general description about the research in which is intended to improve speaking skill through cooperative learning. This section contains the background of the study, problem identification, the statement of the problem, problem solving method, hypothesis, the objective of the study, the significance of the study, the scope and limitation of the study, and definition of key terms.

#### **A. Background of Study**

English speaking ability is very important to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers think that speaking ability should be mastered by their students. As known well, speaking is the most difficult one for students whether in mother tongue and or foreign language. Nunan stated that many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in *real time*: usually the person we are talking to is waiting for us to speak right then.

Second, when we speak, people cannot edit and revise what we wish to say, as we can do in writing.<sup>1</sup>

In learning process in speaking, the students often find some problems. In State Islamic Senior High School (MAN) 1 Purwoasri-Kediri, the problem frequently is found that their native language causes them difficult to use the foreign language. This fact appearing based on observation getting data about English during class. Another reason is the lack of motivation to practice English as a foreign language in daily conversation<sup>2</sup>. They are shy and afraid to take part in English conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the materials, and the media among others including the technique in teaching and learning English. The paradigm of most of EFL students that English is difficult and strange language to learn, and as the result of all factors the students are afraid of producing spoken language because they are afraid of making a mistake and feel ashamed to say their idea because lack of confidence.

In line with the theory of Mohatta in his book "Test your Communication Style", in this case: communication is influenced by some factors such as limitation of knowledge, limitation of self-confidence to speak, environmental factors that not

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<sup>1</sup> David Nunan, *Practical English Language Teaching: First Edition International Edition*, (New York: Mc.Graw Hill, 2003), 48.

<sup>2</sup> Observation, in MAN Purwoarsi, November 7<sup>th</sup>, 2012

supports, or they are not interested in the material of speaking and the chosen method<sup>3</sup>. So, it makes the speaking skill difficult to be improved.

Choosing suitable method in teaching and learning process is expected to increase the students' participation, motivation and the achievement in English. The method could be applied is cooperative learning. In speaking class, the technique use is cooperative learning; students have the responsibility to each other for doing their task.

The data in the background of study above is supported by the questionnaire taken in the class XI-Bahasa 1. The result of the questionnaire is 55,5% of the students in the class stated that speaking is the most difficult skill than others. Also after getting data from the teacher in speaking English the rated point of English speaking is 69,9, it is less than the minimum criterion pass (KKM), 75. Then, this data is supported also with interviewing some students of that class. The result of the interview could be formulated that the difficulties to produce English spoken language are:

- 1) They do not know much the vocabulary;
- 2) They do not know the right pronunciation;
- 3) They are afraid of making a mistake in producing a sound;
- 4) They feel ashamed to pronounce it because it is a strange language and ashamed when they are being asking to practice before the class; and

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<sup>3</sup> Mohatta, "Test your Communication Style", <http://Ezine-article/?expert=CD Mohatta>.

- 5) They have low motivation to learn English because they think that English is very difficult language to be learnt.

For these reasons, the writer is interested in writing the classroom action research thesis about improving English speaking using cooperative learning method for the students of class XI-Bahasa 1 at MAN 1 Purwoasri – Kediri. So, in this study the writer is interested to conduct a research under the title “The Implementation of Cooperative Learning in Improving English Speaking for Students of Second Year XI – Bahasa 1 at MAN 1 Purwoasri – Kediri 2012/2013 Academic Year.”

### **B. Problem Identification**

Based on the condition stated above, the identification of the problems are as follow:

1. English is not the students’ mother tongue.
2. The students’ motivation in learning English is weak because is English is a bored lesson and really hard to be understood.
3. English speaking is not be included in national examination, there are only writing, reading, and listening in national examination.
4. Students always have chance to speak but they are not have any words to be spoken.
5. Students need to get anymore motivation and ways to get trying speaking in the classroom.



6. Students have any difficulties in English speaking, like: less in vocabulary, less in right pronunciation, and afraid in making mistake in speaking because of grammar.

### **C. The Statement of the Problem**

Based on the background of the research above, the statement of the problem of this research is: how can the implementation of cooperative learning improve the speaking skill of second year student of XI-Bahasa 1 at Islamic Senior High School (MAN) 1 Purwoasri – Kediri 2012/2013 academic year?

### **D. Problem Solving Method**

By choosing suitable method in teaching and learning process is expected to increase the students' participation, motivation and the achievement in English. The method could be applied is cooperative learning. This method let students to take a part actively in a small group; discuss, think, share, present, and express their ideas and understand for their own friends before the class and or their group. In speaking class, the technique use is cooperative learning; students have the responsibility to each other for doing their task. Moreover cooperative learning emphasize to get purpose and group successfulness that only could be reached when all the members has mastered the materials at all (Trianto, 2010). So, students could understand and take a part in class presentation.

### **E. Hypothesis**

The hypothesis of this study is called action-hypothesis. The researcher believes in by applying the method could solve the problem. The hypothesis stated the implementation of cooperative learning is could improve English speaking for students of second year XI – Bahasa 1 at MAN 1 Purwoasri – Kediri 2012/2013 academic year.

### **F. The Objective of Classroom Action Research**

From the previous statement of problem above, the researcher has objective of the study. The objective in this research is: to know the progress of the student's speaking skill through cooperative learning in class XI-Bahasa 1 of State Islamic Senior High School (MAN) 1 Purwoasri – Kediri.

### **G. The Significance of the Study**

The result of this study is expected to give good contribution for the school, the teacher, the teacher, the students and the next researcher.

1. From the implementation of cooperative learning, it hopefully can improve the ability of the student's speaking skill.
2. For the teacher, hopefully it can be used as a reference to increase the teaching technique and quality of teaching and learning process of English

speaking skill. So, the teachers have various methods to improve their student's speaking skill.

3. For the students, it really hopefully can give new motivation and spirit in learning English. By applying cooperative learning, it is expected that they can improve their speaking skill.
4. For the next researcher, it will be useful information to conduct further studies and more explore about cooperative learning methods in English speaking.

#### **H. Definition of Key Terms**

In this study the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as below:

1. Improving in this study is applying method of teaching speaking by using cooperative learning. Then the students are expected to have improvement in their speaking skill.
2. Speaking is one of English skills that are related to student action in classroom and expressing some expression required. Moreover, speaking means the activity in oral production skill. It consists of producing systemic verbal utterance to convey meaning<sup>4</sup>. Oral production skill means the using of language in transactional and interpersonal. Transactional has the purpose to change information while

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<sup>4</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), 48.

interactive or interpersonal has the purpose to communicate in social function<sup>5</sup>. So, the students are expected to be able to produce oral language in transactional and interactive. It means students could practice their English in speaking that has five elements to be evaluated: fluency, grammar, pronunciation, vocabulary, and comprehension.

3. Cooperative Learning, it refers to instructional methods in which students work together in small group to help each other (Slavin, in *Desain Pendidikan Karakter*). And in cooperative learning teachers need to be available to students' team, but student must also learn to depend on each other rather than on their teacher (Arends: 1997).

#### 4. The Implementation of Cooperative Learning

Implementation means that carry out a plan, idea, or etc. Then, the implementation of cooperative learning related to carry out a plan about lesson that is included cooperative learning as a method in teaching and learning process into the classroom.

So, it means that this implementation related to give students instructional methods in which students work together in small group to help each other, it is applied in English speaking class; that is related to student action in classroom and expressing some expression required. The students are divided into some group, simply called team or group. Then, the teacher gives the team some instructional

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<sup>5</sup> A. Syukur Ghozali, *Pembelajaran Keterampilan Berbahasa Dengan Pendekatan Komunikatif-Interaktif*, (Bandung: Refika Aditama, 2010), 284.



task related to the material and speaking skill. Each group has a team-work that has to be finished together. In the last session, teacher gives an evaluation and or reward to make students more motivated in teaching and learning English.

5. State Islamic Senior High School (MAN) 1 Purwoasri is one high school in Kabupaten Kediri. It is located at Jln. Pahlawan 66 Purwoasri – Kediri. This school has three major of choices, those are Natural Science Program (IPA), Social Science Program (IPS), and Language Science Program (Bahasa).