

## CHAPTER 1

### INTRODUCTION

This chapter contains the introduction to the Classroom Action Research (CAR) that include the issue dealing with general description about the research which is intended to improve speaking skill using cooperative group investigation. This chapter consists of the background of the study, problem identification, problem statement, solving the problem, hypothesis, the purpose of the classroom action research, and the significances of classroom action research.

#### A. Background of the Study

In Indonesia, English is a foreign language that we have to learn in educational world. It is one of the compulsory subjects at the junior high school, senior high school, and university. Students learn English to get knowledge, information, and to be able to use English fluently. As foreign language, English at junior high school and senior high school is very complex, so teaching English needs more attention. Usually teaching English is indeed to develop and to enhance the students' competence in four language skill; listening, speaking, writing and reading.

Speaking is one of the elements in teaching English at the senior high school, Speaking is the activity or process of expressing ideas or feelings or of giving people information. Speaking can help students to be able to speak fluently with another person, However, sometimes we found many problem when we learn English especially speaking for example the person you were

speaking to didn't understand, got the wrong message or may have even become offended by what you said (though this was not your intention), Therefore most of students think that speaking is so difficult.

The speaking of second grade students of MA Ma'arif 8 Ihyaul Ulum Lamongan basically aims at improving the students' speaking ability up to the intermediate level. The researcher conducted an observation as a preliminary study in one class of second grade students of MA Ma'arif 8 Ihyaul Ulum Lamongan. She continued her observation in the one month of second grade of MA Ma'arif 8 Ihyaul Ulum Lamongan in the last March 2013 in the second semester with the same students. So far, she found out that that the common habit of the speaking teacher is students as listener and sometimes students repeat the teachers' speak.

In addition, from observe and the informal interview with the English teacher, doing the test for students and give questioner for the students. The researcher certain that there were problem in the students' speaking skill. The researcher identified that there were some problems in the teaching and learning process in the class. The problems are elaborated below, like the materials used in speaking, the method used the English teacher and most the students were unsatisfied. Most of the students had low motivation and were not interested in the speaking activity in the class. Most of the students were passive and not enthusiastic. They only listened to the teacher's speaks, the teacher dominated the teaching and learning process.

The teacher still had problems in finding a good strategy to improve the students' speaking skill. Beside observing the class and interviewing the speaking teacher, the researcher also administered the pre-test in order to get a picture of the students' ability. It is designed to measure the students' ability in speaking. She gave them a test.

From the pre-test given, the researcher found that from 34 students, few of them could speak in the class completely. From the result of the pre-test, it was known that the subject minimum score was 40 and the highest score was only 60.

There are many ways to improve the students' skills in speaking, one of which is by applying the cooperative group investigation (CGI). This strategy is instruction that has students working in the group, so the students can communicate with the friends in their group.

Based on information above, the researcher observes about "The Implementation of Cooperative Group Investigation (CGI) To Improve English Speaking Skill of The Second Year of MA Ma'arif 8 Ihyaul Ulum Lamongan"

## **B. Problem Identification**

Based on the Background of study above, the identification of the problems are as follow:

1. The students' speaking skill is still low.
2. The teacher has not found an appropriate method to improve the students' speaking skill.
3. The teaching learning process is still monotonous.

## **C. Problem Statement**

Based on the problem identification above, the writer formulates the problems of the study as follow:

1. How is the implementation of cooperative group investigation at second year students of MA Ma'arif 8 Ihyaul Ulum Lamongan?
2. Can the cooperative group investigation improve students' speaking skill and students' activities for the second year students of MA Ma'arif 8 Ihyaul Ulum Lamongan?

## **D. Solving The Problem**

The method that is used in the classroom action research is the cooperative group investigation. The researcher hoped this method can increase the students' speaking skill and students' activities.

## **E. Hypothesis**

This research is planned to be consists of two cycles which is divided into four steps for each cycle. The steps are planning, acting, observing and reflecting. Here, through the cycle we can see the improvement of students'

speaking skill and students' activities. Therefore, the research hypothesis is that using cooperative group investigation as learning method can improve students' speaking skill and the research hypothesis is that using cooperative group investigation as learning method can improve students' activities.

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

The purpose of study in this classroom action research in which using cooperative group investigation as speaking teaching and learning method to improve students' speaking skill and students' activities are:

1. The teacher can improve strategy of teaching learning
2. The students can work independently or in groups and be able to account for all individual and group their assignments.
3. All of students can master the material.

#### **G. The Significances of Classroom Action Research**

This classroom action research is hopefully accomplished these significances:

1. Teaching and learning speaking process is no longer monotonous and boring.
2. Improving the quality of teaching and learning in classroom.
3. Improving students' speaking skill and students' activities.