

CHAPTER I

INTRODUCTION

This chapter present some topic related to the study. Those topics cover background of study, research problem, purpose of the study, significance of the study, scope of limitation, definition of key terms.

A. Background of Study

Speaking is the skill of conveying messages through spoken language. The link between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in the original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the sound of the language into its original form.

Based on Arsjad and Mukti. they said speaking ability is the ability to pronounce sentences to express, state, convey thoughts, ideas, and feelings. Language development requires several skills, namely speaking, listening, reading and writing. According to Azizah and Kurniawati (2013: 51) argues that speaking skills are the most natural things that are most important for everyone to do to communicate. In other words, speaking can be a means of communication to express oneself as a member of society. In line with this, Aini, Andayani, and Anindyarini (2012: 126) suggest that the most important component in communicating is speaking skills. According to Pamungkas (2012: 40) speaking skills are one type of oral communication in addition to written communication and in oral communication an absolute

requirement that must exist is the presence of a communicator or communicant.

In this modern era, schools are not only required to advance students' cognitive abilities. However, the affective level of students must also be considered. one of the categories of students' affective aspects is independence. Schools are required to be able to guide and realize students to be independent. The expected result by being able to make students independent is the achievement of learning achievements above the KKM and quality graduates. The problem experienced by students at SMPN 16 Gresik is that students still lack interest in learning English, especially in speaking English, this is what makes researcher choose research objectives at SMPN 16 Gresik.

Based on the explanations that have been presented, in this study the implementation of the team quiz learning strategy to speaking skills in English language learning will be tested. One of the objectives of learning English at school is to communicate between speakers and listeners. In English, there are four skill components such as listening, writing, reading and speaking. In daily activities, every aspect is closely related to other aspects. The four aspects of language are one unit called single chess, which is interconnected with one another.

Therefore, a learning strategy is needed that is able to make students more improve in teaching and learning activities in class VIII SMPN 16 GRESIK. From the above background, the author takes the title **"IMPROVING STUDENTS SPEAKING SKILL WITH THE ACTIVE**

QUIZ TEAM LEARNING STRATEGY IN SMPN 16 GRESIK", on the competency standard of understanding and asking and giving opinions in learning in class VIII odd semester SMPN 16 GRESIK In 2023-2024 school year.

First , there are several previous researches have been conducted by Sari (2016) from the State University of Surabaya entitled "The Influence of Quiz Team Learning Strategies on Mandarin Vocabulary Mastery in Class XI Students of the Department of Religion, MAN Mojosari Mojokerto in the 2015- 2016 Academic Year" in his research explains that there is an influence between team quiz learning strategy against mastery of Mandarin. The research relationship that is relevant to this research is vocabulary mastery, because language mastery cannot be separated from memorizing vocabulary. Without memorizing adequate vocabulary, it is difficult to communicate properly and correctly. Thus, speaking skills require students to master aspects of speaking, one of which is vocabulary. Based on the explanation, this study used a team quiz learning strategy which is expected to have a positive effect on students' speaking skills and independence learning.

Second. The research that has been conducted by Cucu Agustini (2018) from Pendidikan Guru Sekolah Dasar FKIP Universitas Muhammadiyah Sukabumi. entitled " Pengaruh Strategi Pembelajaran Team Quiz Terhadap Keterampilan Berbicara Di Kelas Tinggi Sekolah Dasar" in her research the study aims to determine the effect of team quiz learning strategies on the speaking skills of grade VI elementary school students in nonfiction text material. This type of research is quasi-experimental which is

designed in the form of Nonequivalent (Pretest and Posttest) Control Group Design.

Third. The research that has been conducted by Apri Nuryanto , Rizki Ramadani from Universitas Negeri Yogyakarta, Indonesia and Universitas Sarjanawiyata Tamansiswa, Indonesia. entitled "Learning independence and teacher teaching skills: Does it affect learning outcomes when face-to-face learning is limited?" Based on the explanation that has been presented, the application of the face-to- face learning policy is limited in terms of student learning independence and teacher teaching skills which should be expected to influence student learning outcomes, but the observation results were found to be the opposite. So this study will examine whether the application of limited face-to-face learning with student learning independence and teacher teaching skills that exist today will affect student learning outcomes. It is also necessary to research whether student learning independence and teacher teaching skills in vocational schools throughout Sleman Regency in the implementation of limited face-to-face learning policies can affect student learning outcomes. The result of the research is expected to be used as a solution or evaluation in the world of education.

B. Statement of the Problem /Research Question

Based on the researcher's problem, there are problem in conducting this research, namely How to improve students speaking skill by using active quiz team strategy?.

C. Purpose of the Study

According to the research problem, the researcher aims to improve students' speaking skill by using active quiz team strategy.

D. Significance of The Study

1. For students:

With this research, students are able to increase student learning with speaking skills.

2. For teacher :

This research, teachers are able to be creative in increasing students' learning in speaking skills using an active quiz team strategy.

3. For School:

From this research, schools are able to maximize the quality of education and student human resources in increasing student learning

E. Scope and Limitation

The scope of this study only focuses Improving Students Speaking Skill With Active Quiz Team Learning Strategy. It was conducted in Junior highschool and the subject of the eighth grade students. The topic that is taught by teacher is based on students lesson on first semester that is asking and giving opinion. The limitation of the study as the result of the study can be generalized for general assumption or general reference.

F. Definition of Key Terms

For answering the research question of the study, firstly necessary understand of key terms: Speaking skills, Active quiz team strategy.

1. Speaking Skills

From knowledge of the researcher that speaking skill is a person's skill to convey his thought to anyone verbally, speaking skills are difficult to develop if they aren't trained continuously. Harmer said capability to speak fluently by using their knowledge, information and say it by on the spot. It needs the ability to assist in the management of speaking. It occurs in the real condition and has a little time for planning it. therefore, the fluency is needed to reach the aim of the conversation. Richards was argued that speaking is exploring idea, acquiring something done, subtraction various aspects of world or basically being together. It means that if learners can speak accurately or fluently will help them communicate easily and explore their idea. Speaking English also helps students get up-to-date information field about health, technology and science.

2. Active quiz team Strategy

A method in which students are trained to study and have group discussion. One group presents to another group, then gives a quiz to the other group. Active learning (active learning) is a learning that involves students in doing something and thinking about what they are doing. Quiz Team Learning Model Team quiz is an active learning method developed by Melvin L. Silberman. The team quiz method begins with the teacher explaining the material classically, then students are divided into three

major groups. All group members study the material together, give directions to each other, give each other questions and answers to understand the subject. After finishing the material, an academic competition was held. With this academic competition, competition between groups is created, students will always try to study with high motivation so they can get high scores in the competition.

Team quiz is an active learning model that involves more student activities in accessing various information and knowledge to be discussed and studied in the learning process in class. The purpose of implementing the team quiz model is to improve students' responsibility abilities in a fun atmosphere. Team quiz is also to increase self-confidence and increase activeness in the learning process.