CHAPTER 1

INTRODUCTION

This chapter discribes that background of the study, statement of the problem, objective of the study, significance of the study, the scope and limitation of the study, and the definition of the key terms.

A. Background of the study

Language plays an important role in human life. People will have many difficulties in getting along with one another without language. They use language in order to communicate with each other to express their thought, ideas and feeling. In the world, English is the most important language. Almost every country uses English as an important element in everyday activities. English is an international language is used as a means of communication among people in trade, politics, and professional field.

A great deal of academic discourses around the world takes place in English. In Indonesia, English is taught as the second language optionally from the six year elementary school (SD), and obligatory from the first year of junior high school (SMP) through the third year of senior high school (SMA) even for some semesters at university.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. So the speaking skill becomes very important in the education field, students need to be good speaker in order to have a good speaking skill.

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In speaking skills learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows. Through comprehension activities the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way. The result of getting through stage one is that the learner has acquired enough of the basic building blocks of the language to begin to function in real communication situations in a halting way. In stage one there is very little real speaking ability, apart from some words and sentences that can be built on the comprehension exercises. In real communication situations the learner has to depend on memorized survival phrases to meet the most immediate needs.

English teaching method is changeable. The method should be interesting and student – centered. One of the teaching methods is cooperative. Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other to discuss and argue with each other, to assess each others's current knowledge and fill in gaps in each other's understanding. Cooperative work rarely replaces teacher in instruction, but rather replaces individual seatwork, individual study, and individual drill.Through this method, students are active in the learning process, because they will learn more through a process of

consctructing and creating, workig in a group and sharing knowledge. Nevertheless, individual's responbility is still the key of success in learning Englsh.

A cooperative learning method has several types, namely write pair – share, Group Investigation (GI), Students Team Achievement Divisions (STAD), Team Games Tournament (TGT), and Jigsaw.[1] Students' need for social interaction guarantees engagement in a lesson, verbally relaying opinions and ideas, while participating in cooperative learning. When students are engaged in learning and take ownership of their own learning, they make a conscience decision toeducate themselves. So one of its interesting types is group investigaton.

All cooperative learning methods share that idea that students work together to learn and are responsible for their teammates' learning as well as their own. In additionto the idea of cooperative work, Student Team Learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in Student Team Learning the students' task are not do something as ateam but to learn something as ateam.

A cooperative learning method is believed as being able to give chance for students to be involved in discussion. *Group investigation is an organizational approach that allows a class to work actively in small groups and enables student to take an active role in determining their own learning goals and*

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[1] Robert E. Slavin, *Cooperative learning : Theory , Research , and Practice,* (London : Allyn and Bacon , 2005), p.9

processes[2]. Group Investigation is a flexible set of guidelines that organized the process of study. Because The primary goal of group investigation is to create conditions that allow students, incollaboration with their classmates, to participate in the steps of scientific method. The basic features of Group Investigation are investigation, interaction, interpretation, and intrinsic motivation.Group investigation technique requires the students to form small interest groups, plan and implement in their investigation. The method is viewed as a solver for the problem stated above.

Implementation of the Group Investigation method usually followed these general guidelines.During the initial stages of Group Investigation, the class determined subtopics after the teacher's presentation of the main topic. The classes are than organized into research groups. The class was divided into groups, based on teacher's discretion, and each individual group plans how they intended to proceed with their work. The groups carried out their investigations, planned how to present their findings to the class, and later made group presentations.

Teacher is expected to be able to run the teaching learning process actively, especially teaching of speaking. They will work in groups by explain materials that given. Thus, when teacher put the students in groups he or she has to ensure that the students whose levels are different are put together. The activity in a group investigation is interesting so that the students will feel the new atmosphere in classroom and are interested in learning in speaking.

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[2] Daniel Zingaro , *Group Investigation : Theory and Practice ,* (Ontario : Ontario Institute , Toronto , 2008),pdf,2

The study is aimed to investigate the implementation of group investigation to develop speaking skill. The study employs a classroom action research on second grade of senior high school. The instrument used to collect the data was observation and test. The assessment of the test result was focused student's ability in speaking skill. Due to that reality, the researcher is going to conduct a research under the title **"IMPROVING SPEAKING SKILL THROUGH GROUP INVESTIGATION AT CLASS X – 9 OF SMAN 5 KEDIRI**

B. Statement of the problem

"How can group investigation method improve students speaking skill at first grade of class X – 9 SMAN 5 Kediri?"

C. Objective of Study

"Objective of study is to find out the improvement of speaking skill by using group investigation method at first grade of class X – 9 SMAN 5 Kediri".

D. Significance of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically

   a. The result of the study is expected to be able to wide the skill of students in using group investigation method in order to develop student's speaking skill. As part of the group investigation the students

seek information from a variety of sources inside and outside the classroom. Such sources (boooks, institutions, people) offer range of ideas, opinion , data, solutions, or positions regarding the problem being studied. The students then evaluate and synthesize the information contributed by each group member in order to produce a group product.

b. As reference to other researchers who want to study group investigation method more intensively in teaching speaking.

2. Practically

a. The result of the study is suggested to apply the group investigation method to increase the student competence in English speaking skill.

b. The using of group investigation method in speaking can make the students are more enjoyable in doing their task associated with the speaking materials.

E. Scope and Limitation

A researcher should be limited in its scope, so that the problem being examined is not too wide and the researcher is effective. To limit the scope of the research and research to analyze the problems, the findings of the research should be limited by following factors:

1. Using group investigations to improve student's speaking skill at first grade of class X – 9 SMAN 5 Kediri to the preparation activity, main activity, and evaluation activity.

2. The assessment of students' speaking covers the part, qualities, and characteristics of the object to determine the improvement of students' speaking skill.

F. Definition of Key Term

This research uses a classroom action research approach. Before discussing this research deply, however, in order to make it clear , the writer explains some woerds definition that might help the readers to understand the research. There are some terms need to be defined. The term used in this study are as follow :

1. Improving

In Oxford Advanced Learners' Dictionary, improving is making or becoming better; making good use of something[3]. Or it can be said that improving is doing in any way in making something better, or becoming increased.

2. Speaking

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information"[4]. And

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[3] A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (NY. Oxford University Press, 2000), 6th Ed., p. 65
[4] Brown,1994; Burns & Joyce, 1997

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts"[5] Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process .

Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning so speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

3. Discussion

Discussion is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. If students are setting in teams, it is easily to ask them at various times during a lecture or presentation to discuss what something means, why something works, or how a problem might best be solved. This simple cooperative learning structure complements a traditional lesson, and the group work can vary form a few minutes to a full class session.

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[5] Chaney, 1998, p. 13

4. Group Investigation Method

According to Robert E. Slavin Group investigation is planning of common class setting where the students work in small group using cooperative question, group discussion, planning, and project cooperative.[6] A cooperative – investigation method of classroom learning derives from the premise that in both the social and intellectual domains the school learning process in cooperates the values it adovocates.

Group investigation cannot be implemented in an educational environment that does not support interpersonal dialogue or that desgards the effective – social dimension of classroom learning. Cooperative interaction and communication among classmate are best achieved within the small group, where exchange among peers and cooperative inquiry can be sustained. The social - effective aspect of the group, its intellectual exchange, and the meaning of the subject matter itself provide the primary sources of meaning for students' effort to learn.

Each group work based on group investigation method which they have formulated. This activity involve of data collection , data analysis and conclusion. The next step is present of report to the whole class. In this step expected occur of objective and inter subjective knowledge that has built by group. Several of prespetive expected can be developed by the whole class from the result presentation of each group. In the end of study did evaluation. Evaluation is used to individual and group assessment.

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[6] Lita, *Translation from Cooperative Learning : Theory, Research and Practice.* (London : Allyman Bacon, 2005), p. 24