

CHAPTER I

INTRODUCTION

A. Background of Study

Some people are still reluctant to learn English for various reasons. One of them is because there is a translator application that helps them understand and use this language. They don't realize how important English is. English has a very important role in everyone's life, both children and adults. Students at school, there are still many who underestimate English lessons in class, sometimes they think English is not important just because English is a foreign language, many say learning English is difficult, and in learning English students are only slightly interested. Therefore, today's teachers must know how to get students interested in learning English and increase their interest in this learning.

Meanwhile teaching speaking to students may provide some issues for teacher, particularly in Indonesia, because students regard speaking as a significant difficulty, it requires them to speak and think at the same time. Because English is not students first language, it is became a challenge for a teacher to teach speaking skills. To keep students interested in learning, teachers must come up with unique ways to engage them. Speaking ability is also necessary for gaining confidence, critical thinking, and enhancing vocabulary and pronunciation. The utilization of technology and interactive activities may assist students in overcoming fear and improving their public speaking abilities.

According to many students in Mts El- Syarief, there are some issues why speaking skills is hard to master by the students. Students is lack of vocabularies. Generally, the students do not know the meaning of words and speaking, lack of speaking experience, the students' speaking skills were relatively low. They experienced difficulties in expressing ideas and

opinions in oral way and speak English, they were afraid that they would make mistakes and did not have confidence to, difficulty forming phrases, feeling nervous, unwilling to speak English and lack of emphasis from the teacher, and limited opportunities to practice outside the classroom. Active communication can't be learned if the students are unable to express themselves. If the students unable to offer the ideas, neither communication nor relationship will be develop.

But there is no need to worry, now there are many ways that teachers can use to increase students' interest or can help teachers ban English from students. One method that teachers can use to prohibit English is the Cooperative Learning method.

According to yassin, cooperative learning is a team activity in which students of all levels collaborate to master a body of knowledge.¹ The team's attitude is one of constructive interdependence because each student is accountable for both his or her own comprehension and that of the other students. Cooperative learning is widely used in classroom learning, not only in English lessons but in almost every teacher's subject using cooperative learning. Researchers chose Cooperative Learning as a method in this study, but the object of this study was student perceptions.

Over the past few decades, numerous cooperative learning techniques have been created. Both theoretically and practically, these approaches diverge greatly from one another. There are certain cooperative learning techniques that are similar but not identical in terms of theory, practices, and objectives.² A brief explanation of the main characteristics

¹ Amr Yassin, "Cooperative Learning: General and Theoretical Background," no. August (2018), <https://doi.org/10.14738/assrj.58.5116>.

² Ivy Geok-chin Tan. Shlomo Sharan. Christine Kim-eng Lee. *Group Investigation and Student Learning: An Experiment in Singapore Schools* (Singapore: Marshall Cavendish Academic, 2006) 5

and differences between the various cooperative learning methods is presented so that the reader can understand why Group Investigation was chosen as the cooperative learning method for this study.

Speaking is defined as the action of having the ability to communicate in a certain situation, the activity of accurately describing events or circumstances, or the ability to express or convey a group of ideas clearly.³ In speaking, students face a number of challenges. One is about the language itself. In fact, most students are challenged to speak even though they have a lot of words, sometimes they are afraid to start speaking, such as expressing their opinions in class while studying, so students need to learn to speak in front of many people to get used to and be able to convey clearly.

In learning activities, teachers must be able to invite students to do things that involve students actively, so that students also have a good perception of the learning process. Involving students actively, learning comfortably, not boring, including related to students' views on student learning activities, the teacher has a goal to choose cooperative learning type group investigation to involve students actively and find out how students view English learning.

English language learning using group investigation in the classroom is learning that includes students actively developing their thinking skills, so that not only the teacher plays an active role but students also play an active role in learning English in the classroom. English learning using investigation groups is designed by the teacher through various activities in the classroom, the purpose of English learning using investigation groups is for students to work in groups and communicate with each other which

³ Geminastiti Sakkir et al., "Improving Speaking Ability Using English 'Shock Day' Approach," *International Journal of Humanities and Innovation (IJHI)* 3, no. 2 (2020): 56–59, <https://doi.org/10.33750/ijhi.v3i2.77>.

results in an increase in students' speaking skills. The teacher involves students to invite students to work together during learning, initially, the teacher will divide several groups consisting of 4-5 people, then the teacher gives a topic that will be worked on by students, students can choose any topic according to what has been provided by the teacher, then students exchange ideas to solve the topic they have chosen earlier, students are asked to communicate with each other and play an active role in this English learning. After the task given by the teacher is completed, students then present the results of what they have done with their groupmates, then if all groups have presented the results, the teacher evaluates the students in the classroom.

The things that have been explained above are based on the observations of the research "Students' Perception of the Use of Cooperative Learning Type Group Investigation in Improving Students' Speaking Skills" researcher see teachers who directly teach students to interact in the classroom so that students can respond to the interaction of a teacher who is direct with the students, each student has a perception of cooperative learning type group investigation. Teachers at Mts El- Syarief are able to show good interaction during the English learning process, This is the main capital for achieving learning objectives in class VIII A at Mts El- Syarief, but the weakest factor that usually makes students' perceptions go down is because each student likes group learning and some do not like group learning, this inhibits the learning process in the classroom. But the teacher in class VIII A Mts El- Syarief has English learning activities as varied as possible, one of which is learning by using the cooperative learning method type group investigation so that students can learn with enthusiasm and not easily bored, in class VIII A Mts El-Syarief has approximately 30 students, each of the 30 students has a different perception of English learning using

group investigations, researcher see directly when the teacher teaches in class that there are some students who are active, inactive, do not like English learning and some like English learning.

In this group investigation students will learn to have communication skills and group processing skills, in this learning process students will learn to contribute to each other by exchanging opinions with their group mates which will produce a conclusion that will be presented. Speaking skills are very influential in this learning because someone who is proficient in speaking will easily be able to control the masses and will indirectly be able to explain his ideas so that they can be easily accepted by others.

A study conducted by Margaret Healy, John Doran & Maeve McCutcheon (2018) with the title “Cooperative learning outcomes from cumulative experiences of group work: differences in student Perceptions” revealed that These findings imply that cooperative learning has advantages in terms of social advantage, peer learning, and transferable skills even though its implementation does not follow the ideal cooperative learning paradigm.⁴ Then, the research conducted by Heru Setiawan (2018) entitled “the use of group investigation technique in improving students, speaking skills at tridinanti university of Palembang” showed that the students' speaking ability had improved considerably. In addition, it was found that the students' speaking post-test had an average score of 13.33 while their speaking pre-test had an average score of 8.69. The average difference between the pre-test and post-test was 4.641 as a consequence. It is clear that the students' speaking ability has improved greatly as a result of the

⁴ Margaret Healy, John Doran, and Maeve McCutcheon, “Cooperative Learning Outcomes from Cumulative Experiences of Group Work: Differences in Student Perceptions,” *Accounting Education* 27, no. 3 (2018): 286–308, <https://doi.org/10.1080/09639284.2018.1476893>.

therapy.⁵ The research by Iswardari (2016) with the title "The Implementation of Group Investigation to Improve the Students' Speaking Skill" then showed that, after implementing Group Investigation for two cycles, the following effects were observed: First, Group Investigation improves students' speaking abilities by (a) enhancing pronunciation, grammatical, vocabulary, and fluency; and (b) reducing students' anxiety about speaking, fear of making mistakes, and fear of being teased by their peers. As a result of learning how to: (a) investigate an issue and use English to solve it; (b) share; (c) communicate; (d) express their thoughts; (e) accept other people's viewpoints; and (f) present their ideas, group projects also assist students to participate more in speaking. Thirdly, the following factors made it difficult to implement group investigations: (a) the students were noisy; (b) some students spent too little time presenting; (c) some students found it difficult to articulate their points of view and recommendations regarding the topics; and (d) a select few students dominated the group investigations.⁶

Researcher want to know how students perceive cooperative learning as a type of group investigation, as student perception is also very important in this learning as they can know what students think in learning, and can also help in finding strategies and methods as solutions to the problems faced during the learning process and can improve their learning abilities so that students feel comfortable and calm in doing the learning. We know little about how teachers and students view cooperative learning in their classrooms despite its widespread use. To address student problems, which

⁵ Heru Setiawan, "The Use Of Group Investigation Technique In Improving Students' Speaking Skills At Tridinanti University Of Palembang" 7, No. 4 (2018): 261–64.

⁶ Iswardati Iswardati, "The Implementation of Group Investigation to Improve the Students' Speaking Skill," *Dinamika Ilmu* 16, no. 2 (2016): 245–61, <https://doi.org/10.21093/di.v16i2.551>.

in turn can affect teacher concerns, this study looks at how students perceive cooperative learning type group investigation.

To demonstrate whether cooperative learning type group investigation can improve student speaking ability or not, student perception is needed to help find answers to these questions, since students also play an important role in this research, then students will provide answers or perceptions about collaborative study type investigation, the researcher will perform observations, interview English teachers and provide questionnaires to students. The researcher will conduct this research on the students of class VIII A Mts El-Syarief consisting of 30 students to ask how they perceive cooperative learning of group investigation type in improving speaking skills, which later from their perceptions come the results that prove whether cooperative learning of group investigation type can improve students' speaking ability or not.

Hopefully, with the presence of this research, we can both know and find solutions that can maximize the learning process to keep going well and the world of education and seams can improve the quality of learning in the classroom.

From the above description, the researcher is interested in analyzing and focusing student perceptions of cooperative learning type group investigation to improve student speaking ability in particular in English language learning. by researching.” **Students' Perceptions Of The Use Cooperative Learning Type Group Investigation In Improving Students' Speaking Skills”.**

B. The Focus of The Study

Focusing on the research topic, the researcher focused on how students perceive cooperative group investigation-type learning to improve students' speaking skills

C. The Research Questions

The standards of the problem can be formed as follows:

1. Is there any correlation between cooperative learning and speaking skill?

D. The Research Purpose

1. To find out the correlation between cooperative learning and speaking skill

E. The Organization of Writing

In this study, the researcher made this paper organized into five chapters.

Chapter I consists of the background of the study, the focus of the study, the research questions, the research purposes, and the organization of the writing.

Chapter II is a theoretical framework. Explains students' perceptions of cooperative learning from several experts who have conducted research in this study.

Chapter III is a research methodology, which consists of the method of research, participants, setting of research, the technique of data collection, and the technique of data analysis.

Chapter IV will describe the research findings. It consists of data description and data analysis.

Chapter V is a closing that comprises a conclusion and suggestion.

The last chapter in this research are bibliography and appendix.