

CHAPTER 1

INTRODUCTION

A. Background of the Study

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a compulsory subject in Elementary School, Junior and Senior High School and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. English seem to be one of the main languages of international communication.¹ In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. The four skills are important.

¹ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1989), 1.

However, “Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important.”²

According to Cambridge Advanced Learner’s Dictionary, “Speaking is using the stated language.”³ While in Cambridge International Dictionary of English, “Speaking is to say words, to use the voice or to have a conversation with someone.”⁴

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way.

“A large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.”⁵

In fact, most of the students of MTs Syekh Bajang Tanara still have difficulties in speaking. It caused some factors. Those are:

² Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), 120.

³ Elizabeth Walter (ed), *Cambridge Advanced Learner’s Dictionary Third Edition* (CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS, 2008).

⁴ *Cambridge International Dictionary of English* (Cambridge: Cambridge University Press, 1995), 1384.

⁵ Jack C.Richards & Willy A.Renandya, *Methodology in Language Teaching An Anthology of Current Practice* (CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS, 2002), 201.

1. Most of the students are too shy and afraid to take a part in the conversation. In other word, the students are having problem with their confidence.
2. Most of the students are still clumsy in speaking, they just speak when the teacher ask them.
3. The students are not enthusiastic and not courage enough to involve in the speaking larning process. Therefore, they need an attractive technique to stimulate them to speak English.

It could be understood that most of the students were still difficult to achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) for English subject.

Those cases are quite problematical and the writer considers that it is necessary to find out an alternative way to create suitable and interesting technique related to students' condition. For the need of research, the writer chooses the IX.B class for experiment class. To solve the students' problem in speaking, the writer uses group investigation technique that is one of cooperative learning. Group investigation is effective in teaching speaking. "This technique is one of the rare cooperative learning that gives considerable freedom to participants. Students, in this technique, have the latitude to decide on

the composition of their teams, assign their roles and responsibilities, establish and clear the norms and their desired behaviours, and set their goals.”⁶ Because group investigation is an effective organizational medium for encouraging and guiding students’ involvement in learning. Students actively share in influencing the nature of events in their classroom. Also, by communicating freely and cooperating in planning and carrying out their chosen topic of investigation, they can achieve more than they would as individuals.

B. Formulation of the Problem

The writer specifies the research of the effectiveness of teaching speaking by using group investigation technique in 3rd grade of MTs Syekh Bajang Tanara Serang Banten. Then, to make the study easy to understand, the writer formulates the problem as follow: “how is the effectiveness of group investigation in teaching speaking?”

C. Limitation of the Problem

⁶ Seyed Mohammad Hassan Hosseini, “Competitive Team-Based Learning versus Group Investigation with Reference to the Language Proficiency of Iranian EFL Intermediate Students,” *International Journal of Instruction*, Vol.VII, No.1 (January, 2014), 178.

Based on the description of the problem above the writer limits the study to investigate whether group investigation effective in teaching speaking.

D. Statements of the Problem

Based on the background above, the writer can take the easy formulation in the term of the study, and the state on the line of problem. The paper “The effectiveness of teaching speaking by using group investigation technique”.

Based on the background above, the problem of this research can be stated as follow:

1. How is the students' speaking ability at the third grade of MTs Syekh Bajang Tanara?
2. How is the effectiveness of teaching speaking by using group investigation technique in MTs Syekh Bajang Tanara?

E. The purposes of the Research

Based on statement of the problems above the objectives of the study are as follows:

1. To identify the roles of using group investigation technique to teaching speaking
2. To identify the effectiveness of teaching speaking by using group investigation technique in MTs Syekh Bajang Tanara

F. Hypothesis

1. Ha: there is significant effect of teaching speaking by using group investigation technique.
2. Ho: there is no significant effect of teaching speaking by using group investigation technique.

G. Significance of the Research

The research about “the effectiveness of teaching speaking by using group investigation technique”, the writer performs is expected that it can be useful in terms of:

1. For the students, it assisted them to solve their problems in speaking activity and it can help them to improve their speaking skill.

2. For the teacher, it gives the alternative solution in teaching speaking.
3. For the institution of MTs Syekh Bajang Tanara, it can be beneficial regarding to improve the education quality.

H. Previous Study

The writer finds some previous studies of researchers about the influence of group investigation in teaching English to the students as follow:

1. The first previous study of research is journal that arranged by Seyed Mohammad Hassan Hosseini in International Journal of Instruction. The title is Competitive Team-Based Learning versus Group Investigation with Reference to the Language Proficiency of Iranian EFL Intermediate Students. According this journal that the results of the study indicated the advantage of CTBL over GI in terms of its effect on improving the target group's language proficiency. The present study confirmed the superiority of CTBL over GI in terms of its effect on improving the target group's language proficiency. In the CTBL class, the involvement of not just the minority of the students -

usually the cleverer ones, as it was in GI class, but the majority of them in the process of learning was impressive. This was because everyone felt accountable not only for their own learning but for the learning of their teammates as well, in the motivating learning environment CTBL provided for them. To put it another way, in CTBL class, individual team members were motivated to surpass not only their same-level opponents in other teams but also other teams.

2. The second previous research is arranged by Rina Mayasari. Her student number is 073411020. She was studied at IAIN Walisongo Semarang until 2011. Her title about research is “The Use of Group Investigation to Improve Students’ Ability in Writing Skill on Analytical Exposition Text”. According that research, group investigation improve students ability in writing, it looks from their score in doing test in every cycle. The last cycle show the significant improvement of students’ ability. Score from pre-cycle was 57.71, the score from the first cycle was 65.71, and score from the second was 75. Based on the result, she suggests that group of investigation be used as alternative media in teaching writing especially in teaching writing text type, in order that the students can write text more easily and more interested in writing activity.

3. The third previous of research is arranged by Sirajudin. He was studied at Islamic University of Malang until 2010. His title about research is “Improving Speaking Skill by Using Group Investigation Technique at the Grade Eight Students of SMP Wahid Hasyim Malang”. In conducting the research, there were two components expected to be improved, they were improving the students’ speaking score and increasing the quality of classroom atmosphere of teaching speaking. The implementation of group investigation expected improved students’ speaking score. They were accent, fluency, grammatical accuracy, vocabulary, and relevance of content or ideas. The implementation of the research also focused on the classroom. The classroom atmosphere concerned on two components. They were students’ participation and students’ performance. The result of the research showed that the criteria of success had been reached. There were two aspects determined as the success criteria of the implementation of group investigation in the teaching speaking; score improvement and classroom atmosphere. The result of speaking test presented that the students had made some progress. In the first cycle, the average score was 69.27. It meant that the research was still unsuccessful because the score was still under 70 which was used as

the criteria of successful. Then, the second cycle was conducted and the average score was 78.71. It meant that the research was successful so the research stopped. The classroom atmosphere was also increasing positively; the students were actively involved in the teaching and learning. Process. The students were also highly motivated in joining the teaching learning process. They cooperated, asked, responded, and shared idea in their group.

Those are previous study above are describing the positive effect of group investigation in teaching English. While my research focuses on students in teaching speaking.