CHAPTER I
INTRODUCTION

A. Background of the Study

English has many functions, one of them as stated in the KTSP curriculum that English is means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing. Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in 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. Being successful students are not easy, this fact can be seen mostly at eight grader of MTs Raudlatul Falah Tangerang, although they have been studying English for more than a year, but they are still unable to use English in interacting with their teacher in the classroom. Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students' motivation and interest are very needed to make the process of their understanding more easily.

In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.[1] The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.[2]

Based on the observation of the writer, there are some problems of students speaking ability at the second grade of MTs Raudlatul Falah Pasirmuncang Jayanti Tangerang. The second grade students VIIIB of MTs Raudlatul Falah cannot express their idea when conducting dialogue, they are vacuums in conversation, then they are not fluent yet in speaking. They are often wrong in pronunciation. The teacher of the second grade still used conventional method in learning so it makes students do not interested.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.[3]

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

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[1] Jeremy Harmer, *The Practice of English Language*, (New York: Longman, 1989), p.16.

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

[3] Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice*, (New York:Cambridge University Press, 2008), P. 19

something can be as important as what you say in getting meaning across".[4]

Based on the theories above, the writer conclude that speaking is one of four skill has important role in language success. By speaking skill students can express their selves, negotiate their problems in learning.

This also as explains by Donough as follow:

There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking.[5]

Because of the material of English subject is very variety, so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study. The teacher who is able to present the material easily will be students' idol. The teacher can use some methods in teaching learning process to help the students' understanding about the material that is explained. In applying method, the teachers have to prepare many things like; teaching material, classroom management, and many other aspects because using inappropriate technique can make the students get difficulties in understanding the teacher's explanation and it means that the teacher may be failed in teaching them.

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[4] Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989), p. 14
[5] JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Melbourne: Blackwell Publishing, 2003), p.134

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and students. Furthermore, the teacher has to prepare the interested aids before teaching learning process done. In this case, the researcher used board game as method in teaching learning processes.

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.[6] In Cooperative leaning method, students work together in four member teams to master material initially present by the teacher. From this statement we can conclude that cooperative learning is a method where learning and working in a small group consist of 4 until 6 members collaboratively be able to stimulate students more interest in learning process.[7]

Pairs check is one of the cooperative learning techniques. In this technique, students divide into group of four, and each foursome develops their own special group handshake. Each group then subdivides into pairs.[8]

Pairs check is one of the cooperative learning where the students work in group. Through this technique, students can share and

[6] Steven G. McCafferty, George M. Jacobs, Ana Christina DaSilva Iddings, *Cooperative Learning and Second Language Teaching*, (New York : Cambridge University Press, 2006), p. 3

[7] H Isjoni, *Cooperative Learning: Efectifitas Belajar Kelompok*, (Bandung:Alfabeta, 2011), p. 15

[8] George M. Jacobs, Gan Siowck Lee, Jessica Ball, *A Sourcebook of Lesson Plans for Teacher Education on Cooperative Learning*, (Singapore : Kagan Cooperative Learning, 1997), p. 105

check their ability in speaking while the learning process is being conducting. They get some information each other.

Based on the background of the research, the writer will conduct the research under the title **"Improving Students' Speaking Ability through Pairs Method (Classroom Action Research at the Second Grade VIIIB of MTs Raudlatul Falah Pasirmuncang Jayanti Tangerang)"**.

B. The Identifications of Problems

1. The second grade students VIIIB of MTs Raudlatul Falah Pasirmuncang Jayanti Tangerang cannot express their idea when conducting dialogue.
2. The second grade students VIIIB of MTs Raudlatul Falah Pasirmuncang Jayanti Tangerang are vacuums in conversation.
3. The second grade students' speaking ability is not fluent yet.
4. The second grade students VIIIB are often wrong in pronunciation.
5. Learning technique applied which English teacher did not make students interested.

C. Focus of The Study

Based on the background of study, the writer focus and limits the problem as follows:

1. The writer will focus on improving students' speaking ability through pairs check cooperative learning.
2. The object of research is the second grade students VIIIB of MTs Raudlatul Falah Tangerang Pasirmuncang Jayanti Tangerang.

3. The research is classroom action research.

D. Statements of The Problem

Based on the background of research, the writer intends to formulate statements of the problem. Statements of the problem is "How pairs check cooperative learning can improve students' speaking ability at the second grade students' VIIIB of MTs Raudlatul Falah Tangerang ?

E. The Aims of Research

Based on the research question, the aims of research is to know the improvement of students' speaking ability through pairs check method at the second grade students' VIIIB of MTs Raudlatul Falah Tangerang.

F. Hypothesis

The hypothesis of this research is "Students' speaking ability of the second grade VIIIB improved through pair check method".

G. Previous of Studies

1. Ni Wayan Darsini. 09.8.03.51.31.2.5.3335. Academic year. 2012/2013. Improving Speaking Skill Through Cooperative Learning Method of The Eighth Grade Students of SMPN 2 UBUD. Thesis. English Department. Faculty of Teacher Training and Education Mahasaraswati. Denpasar University. This classroom action study, the teaching and learning process were divided into two cycles and each cycle consisted of two successive sessions. The obtained data of the present classroom action study were collected through the administration of pre-

test, post-test, and questionnaire which analyzed descriptively. The results of the data analysis of the pre-test score showed the mean figure of 56.58. It was categorized as low ability of speaking skill. After the treatment was given, the results of the data analysis of the reflection or post-test scores in cycle I (X1, and X2) showed increasing mean figures of 65.86 and 74.22. The results of the data analysis of the reflection or post-test scores obtained by the subject under study in cycle II (X3 and X4) pointed out the increasing mean figures of 78.44 and 80.78

2. Sari Irianti. 2011. NIM 206014000168. Using Role Playing in Improving Students' Speaking Ability. A Skripsi. Department English Education. Faculty of Tarbiyah and Teacher Training Syarief Hidayatullah State Islamic University. his research uses Classroom Action Research (CAR). In collecting the data, this research uses observation, questionnaire, and test. Based on the research findings, it can be said that using role play technique in teaching speaking is success since the criteria of success were achieved. Related to the test result, they were 4 students or 11.11% of students in the class who achieved the minimal mastery level criterion or KKM in pretest. Next, in the result of posttest in cycle 1, there were 13 or 36.11% students who achieved the minimal mastery level criterion or KKM. Next, in the result of posttest in cycle 2, they were 32 or 88.88% students in the class who achieved.

3. Dedi Efrizal. 2011/2012. The method of this research is classroom action research (CAR). Improving of Teaching English speaking by using Communicative Language Teaching

Method. The data in this research is used percentages analysis. The respondents of this research are VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu which consist of 25 students. Based on result of data analysis there are improvements on students' speaking achievement in each cycle. The data shows that in pre-assessment students' speaking is 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed). In cycle I students speaking achievement is 0% (excellent), 8% (very good), 24% (good), 32% (low), 36% (failed). In cycle II the students speaking achievement is 0% (excellent), 16% (very good), 44% (good), 20% (low) and 20% (failed). In cycle III students' speaking achievement is 12% (excellent), 20% (very good), 56% (good), 8% (low) and 4% (failed). In cycle IV students' speaking achievement is 24% (excellent), 48% (very good), 28% (good), 0% (low) and 0% (failed).

4. Li Hui. S 890809216: Improving Students' Speaking Skill through Content-based Instruction (A Classroom Action Research at Third Semester Students of Class 0902 of the Business English Department of Changsha Vocational & Technical College, China). Thesis, Surakarta: English Education Department, Graduate School, Sebelas Maret University, 2011. This study applied action research technique to conduct the research to improve students' speaking ability through Content-based Instruction (CBI). In this research, there were two types of data: quantitative data and qualitative data. The research findings indicated that CBI was effective in two

aspects: (1) in improving students' speaking ability: students' speaking level increased; students could answer the teacher's questions; students could fluently communicate with their friends by using correct grammatical forms and appropriate vocabulary with good pronunciation; the use of mother tongue was reduced; (2) in improving class situation: the atmosphere in the whole class became alive; students enjoyed the speaking activities; there were many chances for students to practice their speaking skill; students had great motivation to learn speaking; speaking became easy and fun to the students. The results of this study showed that CBI was effective and beneficial to improve the students' speaking competency and the classroom situation.

There are the previous studies have some differences with my study, the differences as follow:

The first study is Improving Speaking Skill through Cooperative Learning Method. This is classroom action research. This study uses pretest, posttest, and questionnaire.

The second study is Using Role Playing in Improving Students' Speaking Ability. This study uses classroom action research. This study uses test, questionnaire, and observation sheet for collecting data.

The third study is Improving of Teaching English speaking by using Communicative Language Teaching Method. This study uses classroom action research as method of research and uses percentage analysis.

The last study is Improving Students' Speaking Skill through Content-based Instruction. This study uses classroom action research. The writer of this study uses quantitative and qualitative data.

My study is improving students' speaking ability through pairs check cooperative learning. I uses classroom action research while for collecting the data I use test and observation sheet.

H. The Organization of Writing

The organization of this paper divided into five chapters as follow:

CHAPTER I : Introduction. This chapter consists of background of study, the identification of problems, focus of the study, statements of the problem, the aims of research, previous studies, and the organization of writing.

CHAPTER II : Theoretical Foundation. The writer explains the speaking ability consists of definition, element of speaking, teaching speaking, and assessing speaking. This chapter also describes pairs check cooperative learning consists of definition and step in applying pairs check cooperative learning.

CHAPTER III : Methodology of Research. This chapter consists of setting research, the method of research, technique of collecting data, and technique of analyzing data.

CHAPTER IV : Research Finding and Discussion. In this chapter, the writer explains research finding and discussion.

CHAPTER V : Conclusion and suggestion.