

CHAPTER I

INTRODUCTION

1.1 Background

In language learning, there are four skills that should be mastered by students. They are listening, speaking, reading, and writing. Brown (2001) states that in the classroom, speaking is used twice as often as listening and the most often used skills. In Indonesia, English as a foreign language has been taught to the students for about nine years or more, which is started from elementary school level to high school level. But unfortunately, there are still many students who are not able to speak English, especially when they have to perform in front of the class. This situation can occur in every English classroom, because the students lack of practice or even lack of their self motivation in terms of speaking learning process.

Roughly there are less than five students who want to perform their speaking in front of the class, while the others only listen and watch their friends' speaking performance. According to that, the researcher found that the students' skill in speaking is low. When the teacher asked them to speak in front of the class, more than 80 percent of students refused that. The researcher tried to approach them and asked the reason why they did not want to speak in front of the class. The researcher discovered that the students do not know how to start the performance, how to deliver their speech, and they do not feel confident enough to perform in front of the class.

Knowing that there is a problem in teaching speaking, the teacher has to find a good technique which is appropriate for her classroom. The technique should give students opportunity in practicing their skills, especially in speaking. By practicing, the students get used to speak in front of their friends.

There have been many techniques conducted in teaching speaking skill. Each of them has its own advantages and disadvantages. Students learn best when they are actively involved in the process. According to Johnson and Johnson (1989) state that students learn in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Small group can promote students' communication skills, problem solving and sharing of tasks. The purpose of using this technique is to give students opportunities to practice their speaking and let them interact in small group, and then they can try to perform in a big group or in front of the class.

1.2 Statement of Problems

The research statements of this study are as follows:

1. Does the use of small group interaction can improve students speaking ability?
2. How are the students dynamic from cycle to cycle?
3. What are the advantages and disadvantages of the use of small group interaction in teaching speaking?

1.3 Aims of the Study

The aims of the study are:

1. To find out whether the use of small group interaction can improve students speaking ability or not.
2. To find out students dynamic from cycle to cycle.
3. To find out the advantages and disadvantages of using small group interaction in teaching speaking ability.

1.4 Significance of the Research

If students want to be able to speak English fluently, they need to be able pronounce phonemes correctly, use appropriate stress, and intonation patterns and speak in connected speech (Harmer, 2007). The use of small group interaction will make sure that the students get chances to practice their speaking ability and also to interact with the other members. Practice in small group can increase students' self knowledge and confidence, so that they can communicate much better with others, especially when they have to speak in a big group or in front of the class. Therefore, the use of role playing in small group is an alternative technique to be used in teaching speaking. If this classroom action research is effective in improving students' speaking ability, this technique may be applied in other classes that have similar problem.

1.5 Scope of the Research

The scope of the research is the use of small group interaction in teaching speaking. The researcher use Classroom Action Research (CAR) which consists of planning, acting, observing, and reflecting.

1.6 Subject of the Study

This research takes place in SMPN 15 Bandung. In this study there are no populations and sample of the study, which means that this study is conducted based on a real problem in a real class.

1.7 Research Method

This study is a Classroom Action Research. Action research is the name given to a series of procedure. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice (Nunan: 1992: 17).

Action research consists of cycle. According to Kemmis and McTaggart, there are four basic steps in the action research. They are planning, acting, observing, and reflecting.

1.7.1 Research Instrument

This research will use some instruments. They are observation, interview, and tests.

1.7.1.1 Observation

Observation is conducted to get the information about students' social interaction in small group. Students' observation sheet and field notes were used to gather the data.

1.7.1.2 Interview

Interview is conducted to get deeper information which is not gained through observation.

1.7.1.3 Test

Test consists of pre-cycle test, test 1, and test2 in each cycle to show the students' improvement.

1.8 Clarification of Terms

To refrain from misinterpretation, several terms are clarified:

1. Classroom Action Research is an activity consist of planning, action, observation and reflection which is based on Kemmis and MCTaggart stages.
2. Speaking is a skill to communicate verbally which focus to some aspects such as pronunciation, vocabulary, stressed, intonation, and also how to perform in small group or even in a big group.
3. Small group interaction is a technique in order to make every student learn to interact in front of several students and has equal responsibility in doing the task.
4. Role playing is a game in which players pretend to be imaginary characters based on a situation.

1.9 Paper Organization

The research paper was organized as follows:

Chapter I Introduction

The organization of this paper is started with chapter I, introduction. This chapter introduces the problem discussed in this paper. It consists of background, which is explained the problem in teaching speaking and it is important to find new technique for better teaching and learning; the statement of the problems of this research are: 1. Does the use of small group interaction can improve students speaking ability? 2. How are the students dynamic from cycle to cycle? 3. What are the advantages and disadvantages of the use of small group interaction in teaching speaking ability? ; the scope of the research is the use of small group interaction in teaching speaking. The writer use Classroom Action Research (CAR) which consists of planning, acting, observing, and reflecting.

Chapter II is Theoretical Foundation

This chapter explains related theories and literature. Those are the definitions of speaking, principles in designing teaching speaking, types of classroom speaking performance, problems in speaking, the definitions of cooperative learning; the elements of cooperative learning; the previous research about cooperative learning, small group interaction, the goals of using small group interaction, selecting member in small group, the similarities and differences between small group and large group, role playing, teaching procedure in small group by using role playing technique in cooperative learning.

Chapter III is Methodology

The methodology explains the methodology or research design used by the researcher. It covers the research design, data collection, research subject, research instruments, and data analysis.

Chapter IV is findings and discussion, explains the findings of the study and the discussion.

Chapter V is conclusion and suggestions. Conclusion of the study is described in this chapter. It also contains some suggestions that is fully hoped to assist anyone deals with this study.

