

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Actually all of English skills and English elements are important, one of it is speaking skill. Speaking skill is challenging to be mastered because speaking skill covers all of English elements. In other opinion Turk, C (2003:20) states people interaction with other people using language, because spoken language is the basic tool to communicate.

In relation to speaking, the standard competencies (SK-KD) of seventh grades students stated that speaking competencies that should be mastered by seventh grade students of junior high school are: (1) expressing meaning in very simple transactional conversation and interpersonal to do interaction with surrounding environment, (2) expressing meaning in spoken functional texts and very simple monolog in the form descriptive and recount to do interaction with surrounding environment. Nowadays, people believe that if the goal of English course is truly to enable students to communicate in English, then speaking skill should be taught and practiced in classroom. It is related to speaking as the activity that takes the fundamental part of human communication, in which we spend more time to speak than to read and to write. Therefore, in teaching English, speaking activities should be given more emphasis than reading and writing activities.

Related to speaking skill, the researcher gets information from member of SESA's community that there is a school which the students have a good capacity in speaking. It can be proven by their prestiges in some competition which promoted by UMG. Thus, the

researcher intends to observe their speaking skill as an object of this research. The school is SMP Muhammadiyah 4 Giri Gresik.

In reality the ability of the seventh grade students in SMP Muhammadiyah 4 Giri Gresik in speaking material does not show good result in the class. From the observation done by the researcher, lack of students' speaking proficiency is the problem in the class. Their vocabulary, grammar, and pronunciation are low which make them unable to say something during the speaking class. Related to the competence of the students speaking proficiency, there are some indicators which show that they do not speak accurately. First, in language teaching class, they rarely answer the question given by the teacher orally. Second, they also speak with a lot of pauses. Third, they get difficulties to find the appropriate words to create sentence or expression. Fourth, in grammatical item when the teacher explains a text, he asks the past form of the words *bring*, *and think*, the students do not understand.

Another difficulty is found in speaking material. The teacher has to translate all the sentences first before explaining what kind of expression it is. Other indicators are shown in the classroom atmosphere. During the teaching learning process, the students are not enthusiastic and interested in joining teaching activities. Only a few students have great willingness to speak up voluntarily. They do not enjoy the lesson. When all the students speak together, the students gets too noisy and they just end up chatting in their own language.

Moreover when the time of teaching and learning conducted after break time, they look tired and show low motivation to follow the teaching and learning process. For instance when the teacher asks them to come forward to have speaking practice with their friends, they refuse it. Besides, the other factors causing the low speaking proficiency are they learn

through students' worksheet (LKS) which contains many kinds of task, list of vocabulary and several goals contained in the first page and the technique used by the teacher. During the speaking lesson, the teacher asks students to do the exercise in the worksheet (LKS). They just rely on the task in the worksheet. Sometimes they just cheat other students' answer and copy it. If there is a dialogue, the teacher asks them to complete it and read it in front of the class. This technique cannot enhance their speaking proficiency.

Based on the fact, the classroom teacher and the researcher would like to improve their proficiency in speaking by conducting an action research by using Cooperative learning method.

Cooperative Learning Method is a successful strategy in which small teams, each with students of different levels of ability, use a variety of learning to improve their understanding of a subject. Slavin : (1995;2) states that in detail, cooperative learning methods have some ways or methods. Group size between two or more groups. Each group member has the duty of each, or they may all be able to have the same task. Groups can make an evaluation or give rewards based on group performance or the average performance of the individual, they may be asked to work together. 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.

Cooperative learning method has many techniques, therefore this research will be limited in two techniques they are: three step interview and numbering head together. Three steps interview is a technique which can be used to know concept in depth or can be used as an ice breaker for team member to get to know one another.

Based on the condition above, the researcher decided to do a descriptive qualitative research in SMP Muhammadiyah 4 Giri Gresik. The subject is seventh grade students of this school because the teacher recommended it. It is based on their scores which are not good. Besides, it is impossible to conduct a research for eight and ninth grades, because they have to prepare their selves for final examination. In addition, this research is appropriated for seventh grade students as their first class in senior high school. It will give an evaluation or view for the teacher to conduct an effective learning for his students.

1.2 Research Question

Based on the background of the research, the research question can be formulated as follows: How is Cooperative Learning Method implemented in English speaking class for 7th grade students at SMP Muhammadiyah 4 Giri?

1.3 Objective of the Study

Methodologically writing, any scientific study intends to answer the research question that has been previously formulated and determined. In line with this rationale, the present study intends to see the implementation of Cooperative Learning Method in English speaking class for 7th grade students at SMP Muhammadiyah 4 Giri.

1.4 Scope and Limitations of the Study

The scope of the study is limited on the implementation of cooperative learning method in English speaking class for 7th grade students at SMP Muhammadiyah 4 Giri.

1.5 Significance of the Study

Cooperative learning method has some benefits those are:

For the teacher, to improve students' skill in speaking is very significant. Cooperative learning method has some techniques which are needed a participation of all students to speak up, because in this method each students has to make an interaction with the other members in the class. In addition this situation can help the teacher to measure and find out the weakness of the student easily.

For the students, cooperative learning method will give a way to the student to find the topic that they will study and the limitation of the topic that they will talk. In addition it can help the students to focus on one problem and will try to discuss it specifically in order to improve their knowledge and their speaking skill.

For the other researcher, the result of this study is expected to give an alternative source and references to other researchers in their attempts to study cooperative learning method especially to improve speaking skill.

1.6 Definition of the Key Terms

The English study is complex, problematic, broad and difficult, in order to avoid misunderstanding on the readers, it is important to give clear definition there are shown as follows:

1. Improving speaking skill is the effort of the researcher to improve the speaking skill of the students. Speaking skill is productive skill in the oral mode. Moreover, speaking skill, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

2. Cooperative learning method is used by the teacher to improve the students' speaking skill. Cooperative Learning Method has some techniques that probably stimulate the students to communicate with the other class member in order to solve the problem. Cooperative Learning Method has many techniques but to make the research more effective the method will be limited to two techniques, as follows: three step interview and numbering heads together. In addition three step interview has three steps, they are

- (1) each member of the team chooses another member to be partner,
- (2) they ask each other some question according the topic given and
- (3) they back to their team and share their partner's response with the team.

The second technique is numbering head together, in addition the technique is useful to check students' understanding. Numbering heads together also has some several steps such as: (1) the class divides into some groups that consist of 4 until 6 students. (2) Each student is given numbers of 1 until 4 or 6 (depends the team members) and the teacher asks the question. (3) Team works together to answer the question and the last one teacher calls out a number example two and each number two from all group will answer the question verbally.