

## CHAPTER I

### INTRODUCTION

#### A. Background

Language has important role in human life, since it is a tool which is human use to interact or communicate with other people. Most of people around the world using English as their first language or their second language, so that English is become the universal language. Not only in spoken language, English also use as well as written language in many books and literatures.

Therefore, mastering several foreign languages is considerably necessary, especially English. The status of English as universal language had made the people in the world having an interest to mastering English. In Indonesia, English is used as foreign language that it has function as a tool to communicate with the other people from other countries or cultures. In sort, English is a language that important to be learned because it is an universal language that most of people in the world use it as their language.

As a foreign language in Indonesia, English is included as main subject in the junior high school, and senior high school. The students are expected to be familiar with English, so English is taught from junior high school level.

In learning English, we usually deal with four basic skills and its components. The four basic skills are reading, listening, writing and speaking; whereas the three components are phonology, grammar and vocabulary. Based on those skills, speaking becomes an essential skill in learning language because language is a tool of communication and one of the effective communication is by using speaking. The students can deliver their ideas directly and effectively by speaking. According to Nunan (1991 : 39), speaking is used to carry out a conversation in a language. It underlines the importance of speaking to be learnt.

In learning speaking, the students are expected to speak correctly and fluently. It means that the students not only have to speak correct in grammar but also speak in clear pronunciation.

On the other way, based on the pre-observation on Monday, 3 March 2014, the eight grade students of SMP Muhammadiyah Banyumas were faced many problems dealing with speaking skill. Those problems covered:

1. The students still had difficulties in delivering their ideas orally because of their lack of vocabularies, grammar, and also pronunciation.
2. The students also had difficulties in delivering their speech because of their lack of confidence. Sometime they want to deliver their idea, but they can not because they felt not confident with their speech and they were afraid of making any mistakes.

Since learning is something that student has to do himself and for himself, the initiative lies with the learners. The teacher is a guide and director; he/she steers the boat but the energy that propels it must come from those who are learning (Dewey in Mitchell, 2008 : 1). Furthermore, the writer had implemented an interesting technique called 'Group Investigation' to overcome students' difficulties in learning speaking. The group investigation technique was formed by John Dewey in 1970. The group investigation is a successful and extensively researched cooperative learning strategy that involves tasks specialization (Slavin in Mitchell, 2008 : 1). Working in small cooperative group, students investigate a specific topic. They decide how to study the topic and divide the work among themselves. The group investigation allows students to be directly involved in how they obtain knowledge.

Furthermore, Sirajudin in 2010 had held his research titled 'Improving Speaking Skill by Using Group Investigation Technique at the Grade Eight Students of SMP Wahid Hasyim Malang'. The result of his research showed that there was an improvement in students' speaking skill after practicing Group investigation technique. The data showed that the students had made some progresses. In the first cycle, the average of their score reached 69.27, it improved in the second cycle into 78.71. Then, through the observation

technique, the data showed that the students were actively involved in the teaching learning process.

Since group investigation is a group activity, so that group investigation can give more opportunity to the students to be active in group discussion by delivering their ideas among the group members.

Furthermore, group investigation can help the students get their confidence by build a communication in a group work, so that they will have braveness to speak up in front of their classmates.

Then, this research is useful for the writer, English teacher, educational institution, and for the students; especially in SMP Muhammadiyah Banyumas in School Year of 2013/ 2014.

#### **B. Reasons for Choosing the Topic**

The writer chose group investigation technique to improve student's speaking skill at SMP Muhammadiyah Banyumas in School year of 2013/2014 because of some following reasons:

1. The students still had difficulties in expressing their ideas orally. The students also lack of vocabulary, grammar and pronunciation.
2. The students also had difficulties in delivering their speech because of their lack of confidence. Sometime they want to delivered their idea, but can not because they felt not confidence with their speech and they were afraid of making any mistakes.

### **C. Research Problems**

The problem of this research could be stated as follow: ‘Can group investigation technique improve the students’ speaking skill?’

### **D. Clarification of the Keys**

#### 1. Speaking Skill

Speaking skill is the ability to use language orally (Oxford Advance Learners Dictionary of Current English, 1997 : 827).

#### 2. Group Investigation

Group investigation is a cooperative learning that requires the students to plan and implement an investigation, and synthesize the findings into a group presentation for the class (Zingaro, 2008 : 1).

### **E. Objective of the Research**

The objective of this research as follows:

1. To measure the improvement of the students’ speaking skill after practicing group investigation technique.

### **F. Contributions of the Research**

The result of this research is useful for some educational environments as follows:

1. This research is useful for the writer because the writer can use the result of this research as a resource that can be use in teaching learning process.

2. This research is useful for English educational environment such as school.

The institution can use the result of this research to improve the quality of the students' speaking skill and teachers' teaching skill.

3. The result of this research is useful for the English teachers as a reflection of their teaching and learning process.

Through this research, the teachers can be motivated to use any various techniques to help the students to overcome their problems in speaking.

