

CHAPTER I

INTRODUCTION

A. The Background of Study

English is an international language which is very important to improve. Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it.

Speaking helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion, to send expression or desire to do something, to solve some a particular problem, to increase the proficiency in speaking and to maintain the relationship or friendship. So, speaking is an important skill of language which should have improves for the students. From the definition above it can be conducted that speaking is one skill must be mastered by students to send or to receive the information or message, to communicate and so on.

According to Endang Fauziati (2002: 126) speaking refers to the gap between linguistic expertise and teaching methodology. Teaching speaking is not like listening, reading and writing. It needs habit formation because it is a

real communication. Speaking needs practicing as often as possible. It is not writing or reading but it must be practiced directly in full expression.

Also Marianne Celce – Murcia (1991:125) as the editor described in *"Teaching English as Second or Foreign Language"* that: "Today, language students are considered successful if they can communicate effectively in their second or foreign language, whereas two decades ago the accuracy of the language produced would most likely be the major criterion contributing to the judgment of a student's success or lack success. There is no little doubt now that these developments in language teaching have moved us away from the goal of accurate form toward a focus on fluency and communicative effectiveness. Thus, the teaching of the speaking skill has become increasingly important".

Some students want to study English because they think it offers a chance of advancement in a target language community and they need to learn English to survive in that community. Among of the skills, speaking seems to get less notice in the learning process. Speaking skill must be taught in accordance with daily life. Producing English words or sentences is not such as an easy thing to do because someone should have some skills before they reach into fluent achieving English learning. Therefore, the teacher should be more creative and imaginative to develop students' ability in English teaching learning.

Teaching a foreign language especially English is not as easy as teaching the first language because the students will certainly face many problems. Up to now, we often hear the disappointment of English teachers because of the students get unsatisfying scores in the final exam. Considering the importance of speaking skill, the teacher must improve the teaching of speaking skill. The teacher can use some methods of teaching speaking so that the students can enjoy and be stimulated in learning English especially speaking. One of them is by using small group interaction teaching technique.

In this research, the researcher use two previous studies. The first study that was conducted by R. Rahmad Naqsabandi (2015) entitled *The Effectiveness of Using Small Group Interaction in Teaching Speaking at SMPN 3 Kedungwaru*. The study is about the use of small group interaction to teach speaking. The study was conducted in an experimental design using quantitative approach with One-Group Pretest-Posttest design.

The second, the research was conducted by Umiyati entitled (2011) entitled “*The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension (Experimental Study at the Seventh Grade of SMP Sunan Bonang Tangerang)*”. The objective of the research is to find the empirical evidence of the differences between students’ achievement in the learning reading comprehension using Small Group Interaction and Whole Class Technique.

From two previous studies and problems in teaching speaking skill, the researcher is interested in using small group interaction in teaching speaking

by conducted quasi experimental study. On the title “The Effectiveness of Small Group Interaction to Improve Students’ Speaking Skill at SMKN 1 Boyolangu, Tulungagung”.

B. Research Problems

Based on the background of the study above, the research questions formulated as follows:

Is there any significant difference on speaking score between the students’ with and without being taught by using small group interaction?

C. Objective of Research

According to the research question, the purpose of the study can be stated as follows:

To know any significant difference on speaking score between the students’ with and without being taught by using small group interaction.

D. Research Hypothesis

The hypothesis of this research are:

H_0 : Null hypothesis, there is no significant difference on speaking score between the students’ with and without being taught by using small group interaction.

H_1 : Alternative hypothesis, there is significant difference on speaking score between the students’ with and without being taught by using small group interaction.

E. The Significance of the Research

The significance of the research is expected to be useful for broadening the perspective of the writer and for giving the English Teachers a different method in teaching speaking by using small group interaction. The findings of the study are expected to be significantly relevant in term of theoretical and practical aspects. Theoretically, the research findings are expected to provide the better technique or method for teaching speaking, specifically the use small group interaction in teaching speaking. Practically, since this research is focused on small group interaction in teaching speaking; hopefully it is useful for students to be motivated in speaking English and they can improve their speaking English effectively. The findings are expected also for teachers and lecturers to help the learner learning about English more.

F. Scope and Limitation of the Research

The problem that discussed in this research is limited only in the use of small group interaction in teaching speaking in at the first year students at SMK Negeri 1 Boyolangu Tulungagung.

G. Definitions of Key terms

1. Small group interaction

To be human is to interact with other people, to relate to others, often in groups. In groups a whole series of dynamics occur. People will have different reasons for being in a group, will want differing things out of it, may not get on equally well with everyone in that group.

Small group interaction is a number of people when it consists of more than two people interacting with each other, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

3. Teaching speaking

Teaching speaking to ESL learners is to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentences stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003)