

# CHAPTER 1

## INTRODUCTION

### A. Background of the Research

Language is special component for human being to communicate with others. Language is a system of sounds or word that is used by human being to express their thought or feeling and to communicate with others. There are many languages that are used around the world such as English, Chinese, Germany, etc. English is one of international languages, which is used throughout the world. English is a foreign language of Indonesia. English as an international language has been learned by every country in the world and also Indonesia. English is a foreign language of Indonesia. So many approaches and methods are used to learn it. And now English has been introduced in elementary school in order that Indonesia student will have a great preparation to face globalization era which need English much for communication with the people from every country all over the world in every aspect of life such as economy, education, international relationship, technology, and so on.

In learning English, students should acquire the four language skills that are listening, speaking, reading, and writing. But, most people agree that speaking as the most important instrument of communication is the most important one in learning English, because it is used to express an idea and wishes to other people.

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.

Mary A. Bany and Lois V. Johnson, *Classroom Group Behavior*, (1964:31) states as follows:

“Group may be described in many ways, but there is no single clear-cut definition that adequately and quickly encompasses the concept of small group. In brief, a group may be said to exist when two or more persons have as one quality of their relationship; some interdependence and possess some recognizable unity”.

Based on the statement above it can be said that group 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. Practically, group is used by the large numbers of English language teacher in everyday teaching and learning practice. By using group in teaching and learning, the students will be active in learning, especially by using small group interaction; the students will be more interested and more active in learning because it gives students an opportunity to share what they think.

The use of small group work is posited to have a number of advantages over individual practice. Daniel Muijs and David Reynolds, *Effective Teaching Evidence and Practice*, (2005:52) states as follows:

“The main benefit of small group work seems to lie in the co-operative aspects it can help foster. One advantage of this lies in the contribution this method can make to the development of pupils' social skills. Working with other pupils may help them to develop their empathic abilities by allowing them to see others' viewpoints which can help them to realize that everyone has strength and weaknesses”.

Speaking is an important skill among others which has to be practiced by the students. But most of the students never practice speaking English with their friend formally or informally, afraid making mistakes, not confident, and so on. Therefore, the writer found that the way of English teacher in teaching speaking is used the whole class teaching. It is caused the decreasing of student interest in learning English and the student low score in learning speaking skill. Knowing problems in teaching speaking skill, the writer is interested in using small group interaction in teaching speaking. On the title: “The Effectiveness of Using Small Group Interaction in Teaching Speaking at SMPN 3 Kedungwaru”.

## **B. Research Problems**

Based on the background of the study above, the research questions are following:

1. How is student's speaking ability before they are taught by using small group interaction in descriptive text?
2. How is student's speaking ability after they are taught by using small group interaction in descriptive text?
3. Is there any significant difference between student's speaking ability before they are taught by using small group interaction in descriptive text and after they are taught by using small group interaction in descriptive text?

### **C. Objective of the Research**

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

1. To know student's speaking ability before they are taught by using small group interaction in descriptive text.
2. To know student's speaking ability after they are taught by using small group interaction in descriptive text.
3. To know whether there is any significant difference between student's speaking ability before they are taught by using small group interaction in descriptive text and after they are taught by using small group interaction in descriptive text.

### **D. Significance of the Research**

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.

## **E. Scope and Limitation of the Research**

The problem that will be discussed in this paper is limited only in the use of small group interaction in teaching speaking in descriptive text at the first year students at SMPN 3 Kedungwaru Tulungagung.

## **F. Definitions of Key terms**

### 1. Small group interaction

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

The teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote communication. Teachers should play such of different roles in teaching speaking.