

CHAPTER I

INTRODUCTION

This chapter consisted of seven sections, there were background of the study, focus of the study, purpose of the study, formulation of hypothesis, significance hypothesis, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Language is a communication tool used by humans with other members of society who use the language. The language contains ideas, thoughts, desires, or feelings that exist in the speaker. The American linguists Bernard Bloch and George L. Trager formulated the following definition : A language is a system of arbitrary vocal symbols by means of which a social group operates, that means language is used to give expression to thoughts and feeling of social group. Knowledge of the language such as mastery of vocabulary and pronunciation is important to master so that will be confident to speak in English. Henry Sweet, an English phonetician and language scholar, stated: Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts. Therefore it is very important to learn the language, in order to be able to communicate well with other people. Apart from that learning a language can help people more tolerant, multilingual people are usually more open-minded and accepting of change. It can also help to learn other languages more easily.

Language educators have long used the concepts of four basic language skills: listening, speaking, reading, writing. These four language skills are sometimes called the macro skills. This is in contrast to the micro skills such as grammar, vocabulary, pronunciation, and spelling. According to Richards (2002) a large percentage of the world's language learners study English in order to develop proficiency in speaking. In short, the ability of English is measured by its result in speaking skill. According to Ladouse (in Nunan, 1991) speaking is described as the activity of the ability to express oneself in the situation, the activity to report acts, or situations in precise words, or the ability to converse or to express a sequence of ideas fluently. Basically speaking skill is the ability that a person has in conveying or presenting a topic in public. Speaking ability is very important to have so that people can convey information clearly in front of an audience by mastering and applying the correct speaking technique, as Harmer (2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. In this situation, the learner should become proficient in a number of speaking skills, including understanding, pronunciation, vocabulary, and fluency. An essential part of studying English is developing the speaking abilities.

However, in the reality there are a lot of English learners face the problem in speaking. Speaking problems are problems that affect someone to the poor speaking performance. Mukhlas and Fadilah (2016) states some speaking problems faced by students are lack of vocabularies, can't communicative

actively, lack of linguistic language, lack of practice, insufficient of a good learning environment, and other external factors. The lack of practice and lack of confidence to practice is a crucial problem. Thornburry (2005) state that shortage of opportunities given to the students for practice speaking is identified as an important contributing factor to speaking failure. Those problems faced by learners make them unconfident in practicing foreign language and impede their speaking skill improvement. Therefore they have to practice a lot in order to get used to speak a foreign language.

Group projects are a teacher-facilitated collaborative approach in which students acquire and apply knowledge and skills to define and solve problems. Projects are student-centered, following clearly identified standards, parameters, and achievements by the instructor. Harmer (2007) reiterates the advantages of group projects because it increases the number of speaking opportunities; provides a space for speakers to give their different opinions; encourages cooperation and negotiation skills, and promote learner autonomy. Many people enjoy learning English but still hesitant to apply it in conversation. This could be caused by a lack of self-confidence because there are no friends to practice with. Confidence can only be obtained from self, the level of self-confidence will increase if used to studying in groups and often meeting other people.

Group projects make students take an active role in learning, it can foster relationships between students and colleagues in group, a sense of responsibility and cooperation among group members. An important of group projects is to encourage fluency in language. Harmer (1991) states in language classes, group

projects is a strategy that enables students to discuss issues or to engage in joint activities with other students in a less threatening environment. In group projects, brainstorming can be utilized to complete activities that are frequently too challenging for one person to complete alone but simple to complete in a group.

Abdullah (2016) in his research entitled “Group Work Activities For Improving Speaking Skills”, claims that during the teaching and learning procedures, the students were able to collaborate and share ideas while completing the task. His data analysis of the students' performance in speaking revealed that group work activities at SMAN 2 Sigli had improved the third-year students' speaking abilities since those activities had assisted them in speaking more effectively, participating more actively in speaking class activities, and working with their friends to share ideas and express opinions. As a result, the use of group work activities is thought to be successful in enhancing speaking abilities, particularly in resolving the students' speaking difficulties, as evidenced by the data collected.

Other studies by Rospinah (2021) in his research entitled “The Effect of Group Work Activities to Improve Students Speaking Skill”, states that the implementation of group project in teaching speaking can improve the students' speaking skills and motivation. Students in the eighth grade at MTs Syech Yusuf Sugguminasa are the study's subjects. The students' speaking proficiency and the point increase serve as evidence of this improvement. The speaking test's score met the requirements for success. In the speaking class, the studentss were also highly motivated and actively engaged in their learning exercises. As students

share ideas in English with one another, they can improve their pronunciation, expand their vocabulary, and find ideas for sentences more quickly. As they depend on both their speaking and understanding skills, students can learn information more quickly and with greater assurance during the class.

Other studies by Anastasya Inayah Pratiwi (2020) in her research entitled “Group Work and Pair Work to Teach Speaking Skill for A Large Class (A Comparative Study At The Eleventh Grade Students Of SMAN 05 Bengkulu Selatan In Academic Year 2019/2020)”, states that the use of the group work learning model is appropriate for students in teaching and learning. The observer also find that students who use group work learning seem to be more active and fun because students can freely speak in the opinions, ideas, and interests of many as part of their need in the learning process primarily in the ability to speak in everyday life. According to the checklist observations, both group work and pair work demonstrate that students are cooperative, talk more to one another, and have more opportunities to speak when working in groups or pairs.

Based on the description, it can be stated that group projects are one of the important things that can make students confident to express themselves in speaking English because they are dealing with peers. It will encourage students to master vocabulary so as to encourage them to be more confident in speaking English so that their speaking skills will continue to improve.

MTs Darul Hikmah is one of the Islamic -based school institutions in Tulungagung. Where this school produces students who excel in academics and

non-academic. The researcher tries to use group projects to find out how effective the use of group projects is on the speaking skills of the eight grade students. Also, group projects might encourage students to participate more and communicate their ideas through their group members in the classroom. So, the researcher chooses to focus on using group projects for this research. The title of this study, "THE EFFECTIVENESS OF GROUP PROJECTS TOWARDS THE EIGHTH GRADE STUDENTS' SPEAKING SKILLS AT MTs DARUL HIKMAH TULUNGAGUNG," was chosen for this reason.

B. Focus of the Study

Based on the description of the background, the formulate of the research problem is “Is there any significant different score of the eighth grade students’ speaking skills before and after being taught by using group projects?”

C. Purpose of the Study

Based on the focus of the study, the purposes of the study are:

1. To know the significant difference in scores between students’ speaking skills before and after being taught group projects in the eighth grade at MTs Darul Hikmah Tulungagung.

D. Formulation of Hypothesis

There are two hypotheses used in this study, namely :

1. Null Hypothesis (Ho)

There is no significant difference in learning using the group projects method to develop students' speaking skills in the eighth grade at MTs Darul Hikmah Tulungagung.

2. Alternative Hypothesis (Ha)

There is a significant difference in learning using the group projects method to develop students' speaking skills in the eighth grade at MTs Darul Hikmah Tulungagung.

E. Significance of the Study

The result of this research is expected to be giving out theoretical and practical significance:

1. Theoretical

To enrich speaking skills, especially speaking skills by learning using the group projects method.

2. Practically

a. For English Teachers

As a contribution and information for English teachers to teach by learning using the group projects method in improving speaking skills.

b. For Students

To help students to increase their speaking skills by learning using the group projects method.

c. For Further Researchers

As information and comparison for the other researcher who wants to conduct the relevant research.

F. Scope and Limitation of the Study

Based on the research background above, the scope of this research is to measure the effectiveness of learning using group projects on the eight grade students speaking skills at MTs Darul Hikmah Tulungagung. Since the researcher use a pre-experimental research design, the limitation of this research is the group project using the type of role-play.

G. Definition of Key Terms

The researcher defines the important terms used in this study to prevent confusion and ambiguity regarding the terms and contents of the issue.

1. Effectiveness

Effectiveness is how well the work is done, and the extent to which people produce outputs as expected. This means that if a job can be completed in accordance with the plan, it can be said to be effective.

2. Group Project

Group projects require students to collaborate in order to complete evaluations and assignments. A group project is a collaborative learning setting where students solve challenges and complete assessments as a group. Students can share tasks and responsibilities, pool their knowledge and abilities, and lend each other support..

3. Speaking Skills

Speaking skills are defined as skills which allow us to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand. Speaking is a way of message in saying ideas, knowledge and feeling to other people. It is the most important method in which the narrator can state himself with a language.