

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, the formulation of research problem, research objective, hypotheses, significance of the research, the scope of the research, and the definition of key term.

A. Background of The Research

Education for all conceptually does not look at age and status as well as the dimensions of space and time (Croopley, 1987). It means that all people have the same right to learn and grow through education, whether formal or non-formal. Learning activities are a process of developing knowledge and skills given by lecturers to students. In this activity, the lecturer directs students to become learners who participate actively and critically in learning. As is the case with the current implementation of the independent curriculum, teacher-centred learning (TCL) is no longer part of the learning process but has been switched to student-centred learning (SCL), in which students have the opportunity to actively demonstrate their competence by asking questions, searching for material, and presenting the material they obtain. According to Dewey, (1916) he stated in his book *Democracy and Education* that "the word education means just the process of leading or bringing up." This means that education is a process of guidance and direction. As happens in universities, lecturers provide material along with directions, then students summarise the material given and present the material in front of the class. In this learning process, there is a discussion space for all students to have interaction between students to ask and answer each other questions, give opinions, criticism, being motivated and motivating.

In a discussion, it is very important to get two-way communication that can be understood so that ideas can be exchanged. In English class discussions between students definitely use English. Then, students should be able to master English, especially speaking skills. Mastering English speaking for college students especially English education is important not only for academic business, but also for future work and career. Various factors can influence scholar in mastering English speaking, such as peer group involvement and learning motivation. In this context, the concept of Zone of proximal development (ZPD) that introduced by Lev Vygotsky became relevant to understand how the social interaction can support the development of speaking skills in the scholar environment. The ZPD indicates the distance between individual's actual level of development, which can be achieved independently, and the level of potential development that can be achieved with the help of others, such as peers or teachers. Lev Vygotsky (1978), learning happens in ZPD through social interaction that possibly an individual achieves the higher level of self-development in Nurhayati, (2018) which has impact on skill and knowledge. The smarter peer has a role as mediator which help another individual solved learning threat and increase new skill.

Involving peers in learning or peer group learning, also known as cooperative learning, where students work collaboratively in groups consisting of four to five students per group (Solfema & Wahid, 2018). Russian scientist Lev Vygotsky developed the concept of social constructivism, namely the "ZPD" Zone of Proximal Development, where this theory plays an important role in peer group learning activities (Hirtle, 1996). An American cognitive psychologist named Jerome Bruner also contributed to social constructivism. From his insight, peer partners have a role to play in helping students understand difficult concepts (Akpan, 2020). In this way, positive interactions between students make it easier for teacher to deliver material effectively by grouping learning method. Various research results state that the implementation of cooperative peer group learning has a positive impact on classroom learning. Collaborative peer learning is an effective approach to encouraging students' abilities and achievements. Students

build their knowledge of concepts by discussing, critiquing, and sharing ideas in a social environment (Solfema & Wahid, 2018; Surbakti et al., 2023a; Szeinberg et al., 2020; Tu & Chu, 2020). Research (Bhattacharya et al., n.d.) also observed PALS, a form of peer-assisted learning in which students discuss in groups and learn from each other. They evaluate the effectiveness of small group teaching (SGT) and peer-assisted learning approaches among medical students, which peer group learning helps increase students's motivation and students' interest in learning, so students can improve their abilities. Through learning with peers, the student not only becomes the learning object but also the learning subject (Felder & Brent, 2005). It means the students are learning sources for others. They re-explain the materials to their friends and understand them more (Wiliam, 2013). Peer relationships are an important factor affecting student learning (Chu, 2020). Therefore, the peer group learning method is expected to be able to increase students' learning independence as active learners and be able to effectively motivate students' learning by providing activities that encourage high learning motivation to achieve.

Apart from the benefits of peer as extrinsic motivator, it still need boost from intrinsic motivation. As cited by Dewi Wardani et al. (2020) the implementation of the learning process needs to pay attention to the existence of learning motivation. It is related to the effort to meet physical and spiritual needs. Motivation is the reason why people behave as they do. Motivation energises the behaviour of individuals. An individual may be highly motivated to perform well in one task and completely unmotivated in another. This means that when people are motivated, they will work tirelessly to achieve their aspirations (Borah, n.d.; Tu & Chu, 2020). With high learning motivation, students may have intensity and continuity in the learning process.

Having extrinsic and intrinsic motivation also causes student's willingness to be involved in group interaction. According to Ohta (2001) showed that through interaction in group, student can get benefit of ZPD in effective way. Students who are lack of speaking can learn from smarter peer, while the advance student can consolidate their knowledge by teaching others. This creates a dynamic learning environment in which all group members can thrive. As cited by Bandura (1977)

theory of social learning, an individual can learn from observation and interaction with other people. Peers are model who influenced individual learning attitude. When students see their friends actively speaking and using English in study groups, they tend to be motivated to do the same. In addition, a supportive and collaborative learning environment can help reduce speaking anxiety and increase students' self-confidence.

Another key factor of speaking skill is learning motivation which it influences how far students try to master their English-speaking skill. The originate of motivation can be an extrinsic motivation or intrinsic motivation or even both. According to Gardner (1985) showed that learning motivation have an important role in the success of foreign language. For motivated scholar tend to active involved in learning activity than unmotivated one. The high motivation lead someone to be positive faced problem and always practice to have good speaking skills. As cited by Fitri Rahmawati, (2019); Sinaga & Kartanegara, (2023) shows that high learning motivation is positively related to academic achievement and the ability to speak English. Motivated students tend to be more enthusiastic about being involved in learning activities, look for opportunities to practice speaking, and do not give up easily when faced with difficulties. In the context of a study group, learning motivation can also be influenced by group dynamics and support from peers. When group members provide each other with encouragement and positive feedback, their learning motivation can increase, which in turn has a positive impact on their speaking abilities.

Peer involvement in study groups and learning motivation have a mutually influencing relationship. Peers can act as a source of strong external motivation, provide emotional support, and encourage students to participate more actively in learning activities. On the other hand, students who have high learning motivation tend to be more proactive in forming and being involved in effective study groups. Studies conducted by Dörnyei (2001) and Ushioda (2008) show that a collaborative learning environment supported by peer involvement can increase students' intrinsic and extrinsic motivation. This has a direct impact on improving speaking

ability in English, because students feel more comfortable and confident in using the language in real situations.

Based on the explanation of the research review above, several studies have demonstrated that students who actively engage with their peers in discussions, collaborative projects, or language learning communities tend to exhibit higher levels of motivation to improve their speaking abilities. This study shows the gaps from previous research that there are three variables while others are two variables. These three variables in this research are peer group involvement, learning motivation and students speaking skill. The instruments that used in this study are more complete because researcher use kinds of social interaction and motivated learning for questionnaires and also speaking test which this tools help researcher to reveal the degree of closeness of the correlation between peer group involvement and students' speaking skills. The degree of closeness of the correlation between learning motivation and students' speaking skills. And the third is the correlation between peer group involvement and learning motivation on students' speaking skills that simultaneously tested with regression model. The sample here are English Students of 4th semester at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung.

The correlation between peer group involvement and learning motivation and students' speaking ability can be positive, negative, or neutral, depending on various factors. To assess this correlation accurately, it is necessary to consider the specific peer group's involvement, the students' characteristics, and possible outcomes. This investigation is crucial for educators, as it offers insights into how to create a classroom environment that fosters language development. Additionally, understanding this correlation can inform the design of instructional strategies that leverage the power of peer influence and motivation to help students become more proficient speakers. To delve deeper into this relationship, this paper explored existing research, theoretical frameworks, and practical implications, aiming to provide a comprehensive understanding of how peer dynamics and motivation can shape students' speaking skill development.

B. Formulation of Research Problem

1. Is there any correlation between peer group involvement and students' speaking skills at UIN Sayyid Ali Rahmatullah Tulungagung?
2. Is there any correlation between learning motivation and students' speaking skills at UIN Sayyid Ali Rahmatullah Tulungagung?
3. Is there any correlation between peer group involvement and learning motivation on students' speaking skills at UIN Sayyid Ali Rahmatullah Tulungagung?

C. Objective of The Research

1. To reveal the correlation between peer group involvement and students' speaking skill at UIN Sayyid Ali Rahmatullah Tulungagung;
2. To reveal the correlation between learning motivation and students' speaking skill at UIN Sayyid Ali Rahmatullah Tulungagung;
3. To reveal the correlation between peer group involvement and learning motivation on students' speaking skill at UIN Sayyid Ali Rahmatullah Tulungagung;

D. The Hypotheses

To find the answer to the problem, the researcher should propose the hypotheses. According to Fraenkel, Walllen and Hyun (2012), a hypothesis is, simply put, a prediction of possible outcomes of study. The statements of Null Hypothesis (H_0) and Alternative Hypothesis (H_a) are as follow:

1. **H_0** : There is no correlation between Peer Group Involvement and Students' speaking skill at UIN Sayyid Ali Rahmatullah Tulungagung
 H_a : There is correlation between Peer Group Involvement and Students' speaking skill at UIN Sayyid Ali Rahmatullah Tulungagung

2. **H₀**: There is no correlation between Learning Motivation and Students' speaking skill at UIN Sayyid Ali Rahmatullah Tulungagung
H_a: There is correlation between Learning Motivation and Students' speaking skill at UIN Sayyid Ali Rahmatullah Tulungagung
3. **H₀**: There is no correlation between Peer Group Involvement and Learning Motivation on Students' Speaking Skill at UIN Sayyid Ali Rahmatullah Tulungagung
H_a: There is correlation between Peer Group Involvement and Learning Motivation on Students' Speaking Skill at UIN Sayyid Ali Rahmatullah Tulungagung.

E. Significance of The Research

Related to the objectives of the research above, the significance of the research is as follows:

1. Hopefully, this research give benefit to the writer as a novice researcher especially in learning how to conduct a research.
2. These research findings are also, hopefully, useful and valuable, especially for students and the teachers.
3. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning a foreign or second language in general
4. Finally, these research questions are also expected to provide the practical and theoretical information to the development of the theories in language teaching.

F. Scope of The Research

This study focused on finding out the correlation between peer group involvement and learning motivation and students' speaking skills. Peer group involvement focused on students' learning motivation, whether the

students actively participated in the group or not. While students' speaking skills focused on students' ability to communicate with other members.

G. Definition of Key Terms

1. Peer Group Involvement

Peer group involvement in English education refers to the active participation and interaction of students within a shared group or community of peers during the process of learning and acquiring the English language (Vollet, Kindermann, & Skinner, 2017). It encompasses the various ways in which students collaborate, communicate, and engage with one another to enhance their English language skills, understanding, and overall educational experience. This involvement may include activities such as group discussions, collaborative projects, language practice, peer feedback, and the cultivation of a supportive and interactive learning environment within the context of English language education.

2. Learning Motivation

Learning motivation is the result of the interaction of the individual and situation which force individual with energizes behavior of learning (Borah, 2021.). It includes their desire, interest, and determination to develop proficiency in English, as well as their recognition of the value and relevance of English language skills for their personal, academic, and professional goals. It inspires and drives students to engage actively and persistently in the process of acquiring, understanding, and effectively using the English language.

3. Speaking Skill

The study from Guoqiang (2009:132) about improving students's speaking skills through interrelated skills He stated that studying English absolutely had something to do with oral English. He had reasoned that oral English would also affect writing and reading. According to him, a teacher can teach speaking by using the indirect method, a recorder to provide an authentic accent, and also dialogue to imitate. In order to improve the student's speaking ability, he used some interrelated skills, like communicative activities.