CHAPTER 1

INTRODUCTION

A. Background of the Research

All people in the world know how important language is. We use language to express inner thoughts and emotions, to make sense of complex and abstract thought, to learn and to communicate with others, also to fulfill our wants and needs.

As international language, English language is also considered as an importance language to be learned. Many people want to develop their English language and make sure their children have good English. Until now, English has been introduced in basic school in order that Indonesian student will have a great preparation to face globalization era that need English much for communication with people from every country around the world in every aspect of life such as economy, education, technology, etc.

In learning English, students should acquire the four language skills that are listening, speaking, reading, and writing. But, one of the four skills that plays an important role in English language is speaking, because it is used to express inner thoughts, emotions and wishes to other people.

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 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 posses 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 to 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.

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. 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 achievement in English learning. Therefore, the teacher should be more creative and imaginative to develop students' ability in English teaching learning.

The use of 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 emphatic 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 of making mistakes, not confident, and so on. Therefore, the writer found that the way on English teacher in teaches speaking is used the whole class teaching. It is caused the decreasing of student interest in learning English and the students' low scores in speaking skill. Considering problems in teaching speaking skill, the writer is interested in using group interaction on students speaking skill. On the title: "THE EFFECTIVENESS OF GROUP INTERACTION ON STUDENTS' SPEAKING SKILL AT MTS AL MA'ARIF TULUNGAGUNG".

B. Research Problems

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

1. How is students' speaking ability before they are taught in group interaction?

2. How is students' speaking ability after they are taught in group interaction?

3. Is there any significant difference between students' speaking ability before they are taught in group interaction and after they are taught in group interaction?

C. Objectives of the Research

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

1. To know students' speaking ability before they are taught in group interaction.

2 To know students' speaking ability after they are taught in group interaction.

3 To know whether there is any significant difference between students' speaking ability before they are taught by using group interaction and after they are taught by using group interaction.

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 group interaction in teaching speaking.

Practically, since this research is focused on 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.

E. Scope and Limitation of the Research

This study is focused on the effectiveness of group interaction to improve students' skill in speaking (stimulating vocabulary, grammar, fluency, pronunciation) and the significance influence between before and after thaught by using group interaction.

F. Definitions of Key terms

1. Group interaction

Group interaction is Interaction that occurs while a group completes a cooperative task describes how the group works (Warren E. Watson, 1988). Group interaction is a kind of action that occur as two or more objects have an effect upon one another.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). That is form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, and the purpose for speaking.