

# CHAPTER 1

## INTRODUCTION

This chapter discusses about background of study, identification of study, limitation of study, formulation of study, objective of study, and significance of research.

### A. Background of Study

Language is very necessary in our life because it allows us to interact with others, such as getting or giving information, as well as express ourselves when we do other activities. Because English is an universal language, so it has become one of the most essential abilities that persons all over the country must learn in this age of globalization. Regional Representative Council of the Republic of Indonesia, 2013; Department of National Education, 2003 in Bashori et al., state that because English is an universal language that is crucial in global communications, it is needed in Indonesia's secondary education curriculum.<sup>1</sup>

English is a global language that has been used for many years by people in the world for a long time. In many aspects of life, English became the majority language including technology, business, industry, tourism, the military, transportation, and sports, international relation, politics, education, and etc. Many countries in the world

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<sup>1</sup> Muzakki Bashori et al., Effects of ASR-based websites on EFL learners' vocabulary, speaking anxiety, and language enjoyment, *System*, Vol. 99, 2021, p. 3.

was adopted English language as second language such as like indian, malaysia, etc. In many countries also use english language as the main language.

English is widely used as a native tongue in Indonesia. As a result, many approaches, strategies, methods, and techniques are employed in order to learn it. However, the problem of teaching English persists in many Indonesian classrooms. It may be the English teacher's responsibility in the classroom to make students happy while they learn. So as prospective educators in English subject, we must found the most effective method of teaching English to improve student comprehension about English language so the students can be able to mastering English language.

While studying English, students must grasp the four abilities of listening, speaking, reading, and writing. Furthermore, certain language aspects, notably grammar, vocabulary, pronunciation, and spelling, must be taught in order to build these four abilities. However, while all English abilities and aspects are important, but remember that speaking is one of the four most crucial English skills. Maxom (2009) states that the most critical skill that students must develop while teaching English in the classroom is speaking.<sup>2</sup> The findings indicate that students' success in English courses is frequently measured in terms of how they can improve their verbal skills. It's impossible that someone has mastery of the language without speak up of that language.<sup>3</sup>

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<sup>2</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (West Sussex: John Willey & Sons, 2009), p. 183.

<sup>3</sup> *Ibid.*, p. 183

Nowadays, being able to speak English is very important concerning that language is widely acknowledged around the world, therefore those who understand it will find it quite valuable. Actually speak english not just to increase knowledgement and skills of the students' but it's also make them more easier to accepted in the University and they can get a great job after graduation.<sup>4</sup> However, student speaking is not as simple to enhance as we believe, because Indonesian people are not using English as their mother language. Currently, the majority of Indonesian students in high school know English as a second language. Speaking ability is extremely important and must be gained by language learners, especially for learners in high school. They must be able to converse well in English.

As according to the curriculum competency standards 2013, tenth grade of SMA students are expected to be able to convey interpersonal, transactional, and functional information about themselves, their families and people, animals, and objects in a concrete and imaginative way that is relevant to the students' everyday life and activities, the day at home, school, and in the community, as well as in relation to other subjects and the world of work. Students in high school must be able to comprehend the meaning of a book, edit it, and compose oral and written communication that is orderly and coherent, as well as use linguistic elements accurately, acceptable, and fluently.

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<sup>4</sup> Ratna Sari Dewi et al., Using Communicative Games in Improving Students' Speaking Skills, *English Language Teaching*. Vol. 10, No. 1. 2017, p. 63.

At the truth, a lot of students are still unable to speak in English. The majority of the students believe that speaking is difficult. When the researcher observed students' speaking skills of English language on March 18th 2021 at SMA N 1 Bakongan, especially of the tenth grade in the class X-MIPA 1, from that the researchers discovered various issues that these students experienced, including poor English comprehension, a lack of vocabulary, a lack of confidence in speaking English, and a lack of support from their environments, specifically from school, friends, and classmates.

From the observation, researcher looked at the condition of teaching at learning english, which there was still used English rarely. Even though the students use their mother tongue more in class. Based on this condition the researcher asked to Ms. Julinawati as teacher of English subject at SMA Negeri 1 Bakongan about students' ability in English subject. Although the teacher encouraged students to interact in English, they were unable to respond. They appear passive in class when learning English subjects because of their habits, and their awareness of the teacher asking them to provide feedback in English is still low, so their habits in using English are very weak.

There are some difficulties in English as a foreign language at teaching and learning that contribute to students' inability to communicate effectively in English. There are two essential elements: internal and external. Internal factors comprise those that are related to the student's personality. Students are hesitant to share their thoughts, they were worried that everyone would make fun of them. Students also mentioned

their relationship with environment, parents, and teaching learning techniques used at schools as important factors (Arung, F & Jumardin).<sup>5</sup> As we all know, teaching learning approaches, methods, strategies, and techniques are important in many parts of education, this is a key method for successful in English learning. Sometimes the teacher does not select the most appropriate technique for teaching speaking.

In this occasion, the teacher must recognize that each student has different skills and not all students speak English well, so as good teacher must devise best solution so all students feel comfortable at speaking in English, and the most effective solution that researcher can find to tries to improve the students' speaking ability is through the study group technique. Cooperative learning and study groups are the same technique. Because the students frequently worked as individuals in the English subject of the tenth grade at SMA N 1 Bakongan in the class X-MIPA 1, the researcher decided to utilize study group technique to make the students' learning experience more enjoyable and fun when they worked in groups in order to maximize their learning experience and thus students' speaking ability.

In light of these observations, the researcher planned to start a study entitled **“Improving English Speaking Through Study Group Technique (A Case Study of Tenth Grade Student of SMA Negeri 1 Bakongan)”**.

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<sup>5</sup>Fernandes Arung & Jumardin, Improving the Students' Speaking Skill through Debate Technique, *Journal of English Education (JEE)*, Vol. 1, No. 1, March 2016. P. 71.

## **B. Identification of Study**

Related to background of study, several concerns may recognized including:

1. Students' motivation to learn English remains relatively low.
2. Students' english proficiency are inadequate.
3. Students are concerned about making mistakes when speaking English.
4. Students lack of vocabularies and grammar.
5. Some English words continue to be difficult for students to pronounce.
6. Students have low confidences.
7. Teachers rarely used interactive teaching techniques such as games or group activities. Teachers mostly used individual practice, which made the students bored with the lesson, and she mostly focused on students' writing and reading skills, with little speaking practice.
8. By using Indonesian and mother tongue, English teacher dominates learning process in classroom.

## **C. Limitation of Study**

The researcher limits English learning in this study by implementing of study group techniques to improve speaking skills of students' at the tenth grade MIPA-1 of SMA Negeri 1 Bakongan.

#### **D. Formulation of Study**

Based on limits of preceding study, researcher developed problems statement as follows:

1. How is students' ability at speaking skill of the tenth grade MIPA-1 at SMA N 1 Bakongan before using study group technique?
2. How is the implementation of study group technique in teaching students' speaking skills of the tenth grade MIPA-1 at SMA N 1 Bakongan?
3. How is students' ability at speaking skill of the tenth grade MIPA-1 at SMA N 1 Bakongan after the implementation of study group technique?

#### **E. Objective of Study**

The following research objectives derived from preceding research formulations are:

1. To describe students' ability at speaking skill of the tenth grade MIPA-1 at SMA N 1 Bakongan before using study group technique.
2. To describe the use of study group technique at teaching students' speaking skills of the tenth grade MIPA-1 at SMA N 1 Bakongan.
3. To describe students' ability at speaking skill of the tenth grade MIPA-1 at SMA N 1 Bakongan after the implementation of study group technique.

## **F. Significance of Research**

The significances finding of this research are intended to be both theoretical and practical:

### **1. Theoretically**

The findings of this study can provide theoretical information or references to existing theories related to teaching English speaking skill, particularly through the implementation of study group technique to improve students' at speaking skill.

### **2. Practically**

#### **a. Headmaster**

To encourage school principals that English teachers employ study group techniques at teaching speaking English in terms of making learning more enjoyable for students.

#### **b. English Teachers**

Findings of this research are expected to be beneficial for teachers to explore various techniques at teaching speaking through study group technique. As we all know, an English teacher must have a variety of approaches, strategies, methods, and techniques for teaching English in order to create an effective atmosphere in the class and evoke students' interest in participating in English learning.

#### **c. Students**

The findings of this study will assist students and give possibilities for them to address their speaking skills concerns in the classroom. Using group study



techniques to improve students' speaking abilities, stimulate students' speaking skill during the learning process, and make English learning more exciting and interactive.

**d. Researcher**

This study expands the researchers' expertise and experience in English

**e. Further Researchers**

The researcher wish this research will have to be valuable to other English students.

