CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reasons why the writer conducts the study. It also contains, problem of the study, objective of the study, and significance of the study. Next, the scope and limitation of the study is presented. Finally, the definition of key term is given to avoid misunderstanding of those terms.

1.1 Research Background

English language has been playing as an important role in the international communication and has become the most widely spoken language in the world. Language is used for communication. Person with different nationalities will automatically speak English whenever they meet. Considering that, English has been taught in all levels of formal education. It is realized by including the English in curriculum.

Teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning. Teaching English as a foreign language involves four skills; they are, listening speaking, writing, and reading. Listening and reading are called 'receptive skills' (the reader and listener receives and understand the information but does not produce it), those skills are sometimes known as passive skills, while speaking and writing, on the other hand, are the 'productive skills', because learners doing these needs to

produce language, they are also known as active skills especially in teaching speaking.[1]

The English learners are expected to master those four skills at the end of study. For Indonesian, English is a foreign language since their local and national languages as their first and second language, respectively. Moreover, English learners in Indonesia find English in their classroom only. Teaching English for senior high school is aimed to develop students' ability in creating both spoken and written form. So the students are expected to achieve the informational level. In this level, the students should learn to communicate in target language, to gain knowledge, they listen to, talk with, and negotiate meaning with others in a shared context.

Speaking skill is included the one of important aspect of four language skills. Speaking is used for many different purposes; to make social contact with another people, to discuss with someone and to clarify the information etc. Speaking is used to express through idea in some other way by talking in our discussin.[2]

According to Kathleen, "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Moreover, speaking skill is used to fulfill an effective communication in English which involves accuracy and fluency. Accuracy in this context refers to the ability to speak properly, that is selecting the correct

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[1] Jim scrivener, *Learning Teaching*, (Macmillan: Macmillann Heinemann, 1998), p. 20.

[2] Jeremy Harmer, *How To Teach English*, (England: Addition Wesky Longmn, 2007), P. 23

words and expression to convey the intended meaning, as well as The effectiveness the grammatical patterns of English, while, fluency, on the other hand, is the capacity to speak fluently, confidently, and at a rate consistent with the norms of the relevant native speech community".

As non-native speakers, the students have difficulties to perform their ability in speaking English. There are some problems in spaeking according to Penny Ur: first, Inhibition. Students are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Second, Nothing to say. Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. Third, Low or uneven participation. Only one participant can talk a time if he or she to be heard: and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Forth, Mother-tongue use. In classes where all, or a number of, the learners share the some mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking

in small groups it can be quite difficult to get some classes - particularly the less disciplined or motivated ones - to keep to the target language.[3]

Such a condition leads the researcher to an opinion that there might be something wrong with the instruction implemented so far. Therefore, some factors affecting the success of the instruction, one of which is the teacher speaking technique. It is needed to be reviewed and better teaching techniques are necessary to be pursued. There are teaching strategies that can be used for bringing about an improvement in the students' speaking skill is by The effectiveness Buzz group and Jigsaw.

According to Ricard I. Arend,[4]"Buzz group and Jigsaw are teaching strategies or procedures in teaching learning process that used to interact, and shared the ideas or opinion, formulating arguments and making counter arguments between teacher and learner as well as learner and learners". He said that "The effectiveness Buzz group and Jigsaw has several purposes: first,those are are used to increase the ability of students' thinking and to help them to construct the self understanding in Academic context. Second, those are used to increase the involvement and the engagement of students. Third,the those are used to help the students to learn kinds of communication skills, and the point is the process of students' thinking.

Based on the writers' preliminary study, there are some factors The effectiveness less sufficient proficiency of students MA AL Muhajirin such as

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[3] Penny Ur, A *Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), p. 121

[4] Richard I. Arends, *Learning To Teach: Belajar Untuk Mengajar*, (Yogyakarta: Pustaka Pelajar, 2008), p. 74

the non-existence of collaborative between teacher and students and the difficulties faced by the students to improve their speaking skill because of limited vocabulary and to much TTT (Teacher Talking Time).

Considering these facts, the researcher intends to have an action research to implement the Buzz group and Jigsaw technique as a way of improving the students' speaking skill. The researcher formulated the title of research "The effectiveness of Buzz Group and Jigsaw to improve the students' speaking skill in eleventh grade students of MA AL Muhajirin Pungging Mojokerto.

1.2 Research Questions

Based on the background of the study, the study is directed to develop the Buzz group and Jigsaw to improve the students' speaking skill to the eleventh of MA AL Muhajirin. Therefore, the problems of the study can be formulated as follows:

1. How is the implementation of Buzz group and Jigsaw to improve the students' speaking skill in teaching speaking?

2. How is the students' speaking ability after the implementation of Buzz group and Jigsaw in the teaching speaking?

1.3 Hypothesis

Based on the problem and the review of literature above, the hypothesis can be formulated as follows :

Ha: There is a significant effect of buzz group and jigsaw to improve the students' speaking skill in eleventh grade students of MA Al-

Muhajirin Pungging Mojokerto.

Ho: There isn't a significant effect of buzz group and jigsaw to improve the students' speaking skill in eleventh grade of MA Al-Muhajirin Pungging Mojokerto.

1.4 Objectives of the study

Derived from the above question, the study is aimed at:

1. Describing the effectiveness of Buzz group and Jigsaw that teacher uses in the teaching of speaking.

2. Describing the students' speaking ability after the implementation of Buzz group and Jigsaw.

1.5 Significance of the study

The result of the research is expected to give contribution to English teachers, students and other researchers.

1. For English Teachers

The result of this research may serve useful information of an alternative technique in teaching speaking.

2. For Students

The result of this research can hopefully motivate the students to increase their speaking skill by buzz group and jiqsaw.

3. For Other Researchers

The result of this research can be used as a consideration input for those who want to conduct other researches particularly that concern with teaching English by buzz group and jigsaw.

1.6   Scope and limits of the study

This study will be conducted at MA AL Muhajirin. The subject of the research is the students of eleventh of science department, there are 30 students in A Class and 30 students for B class. The reason for choosing this school is because famous and also high grade in English UN at Mojokerto.

This study is limited to activity of students' during the teaching and learning process and students' scores.

1.7   Definition of key terms

The following terminology will be used in order that the readers will have the same interpretation in understanding the study.

1. **Effectiveness** is an interactive process of constructing meaning that involves producing, receiving and processing information. Moreover, speaking skill is used to fulfill an effective communication in English which involves accuracy and fluency.

2. **Buzz group** is a cooperative learning technique consisting in the formation of small discussion groups with the objective of developing a specific task (idea generation, problem solving and so on) or facilitating that a group of people reach a consensus on their ideas about a topic in a specific period of time. So, buzz groups allow covering the discussion about different

aspects referred to the same study themes, maximizing the possibilities of partition of the members of the group.[5]

3. **Jigsaw** is a method of organising students so that the whole class can conduct an in-depth study of a topic or issue within a relatively short period of time. Topics are analyzed and broken down into discrete research tasks or activities. These tasks form the pieces of an information 'jigsaw'. A group of students is allocated one of the jigsaw tasks to investigate. Each expert jigsaw group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete 'picture'.[6]

4. **Speaking skill** is one of four skills in foreign language learning to express through idea in some other way by talking".[7] Skill is ability of someone in practicing language, there are four language skills; listening, reading, speaking and writing. On the other hand, skill is the ability to do something well.[8]

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[5] Jack c. Ricard, Longman *Dictionary Of Language Teaching And Applied Linguistics*, (London: Pearson Education Limited, 2002) 3rd Edition, p.544

[6] Martin H. Manser, Oxford learners' pocket dictionary, (oxford : oxford university press, 1983). New edition ; P. 443

[7] Jeremy harmer, *how to teach English,* (England : addition weskey (ongman, 2007). P. 23

[8] Jonathan crowther *, oxford advanced learners' dictionary of current English*, (oxford: oxford university press, 1995), p. 1109