

CHAPTER I

INTRODUCTION

The chapter presents an overview of the study. It covers background of the study, research questions, purposes of the study, scope of the study, significance of the study, research methodology, clarification of terms and organization of the research.

1.1 Background of the Study

Language plays an important role in communication from one person to another. It becomes a tool of communication that is used by people since they live in this world. Hence, people can communicate with each other without having lots of difficulties. Many languages that are used by people in this world depend on the culture and tradition.

In this era, English is used as an international language. It is used by people to communicate with each other especially with people from another country. Moreover, according to Kessler (1992), language is a tool for learning (p.57). English as a foreign language plays an important role in teaching learning process. English is used by teacher in all levels of education, i.e. Elementary School, Junior High School, Senior High School and Vocational High School. Teaching English covers some basic skills; they are speaking, listening, reading and writing.

The mastery of speaking skills in English is a priority for many second and foreign language learners (Richards, 2008, 19). According to Kayi (2006), “speaking skill is the important part of the second language learning and teaching.” He also stated, “the aim of teaching speaking should improve the students’ communicative skills and the students can express their idea and learn how to follow the social and cultural rules.” One of the activities that are required in speaking skill in teaching learning process is the students collaboration within a group to achieve the same objective.

Speaking is a very essential skill in teaching English, but it is one of the difficult skills to teach in the target language. According to Kathleen as cited in Nunan (2003), “speaking becomes one of the hard skills because it happens in real time and people cannot edit and revise on what they have said” (p.48). Therefore, the difficulties always happen when a teacher teaches speaking skill.

In the field of education, the way teachers use and apply the method is one of the important things. It affects the learner’s motivation and participation in the teaching learning process. According to Watson (1928) cited in Gillie R. M and Ashman A. F (2003), “groups think more efficiently than the best member of the group working alone.” Shaw (1932) also noted that “individuals were more productive when they worked in groups than when they worked alone.” Based on the problems above, the effective method is needed to support the teaching learning process, especially in teaching speaking skill. One of the methods that can be used by teachers in improving students’ skill in speaking is the cooperative learning method.

According to Orlich et al. (2010), cooperative learning fosters positive interdependence by teaching students to work and learn together in a small group setting (p.269). However, group discussion facilitates the students to express their idea, try to solve some problems and work together by using communication way. The aim of cooperative learning is not just to teach pupils to work together in a group, but also to give pupils the skills to work independently. (Orlich et al., 2010)

On one hand, cooperative learning is believed as an efficient method in facilitating students in teaching learning process. On the other hand, the studies on this field remain limited. Many studies focus only on the method to improve learning skill without consider teacher’s steps in implementing cooperative learning and some principles must used by the teacher. However, the procedure used by the teacher in implementing cooperative learning and the role of the teacher in the classroom are also necessary in language learning because one of the basic ways in language learning is how the teacher can lead the activities in the classroom. According to Goodman as cited in Kessler (1992), a successful teacher understands children, their language and how they can learn (p.164). The

teacher as the main role in teaching learning process should make some efforts and know how to manage some method that is used in the classroom. Teachers know that their competency rests on exploring the underlying processes of how teachers teach and students learn (Kessler, 1992, p. 164).

Furthermore, the role of teacher is necessary in teaching-learning process, especially in the implementation of cooperative learning method. According to Kessler (1992), in designing cooperative learning method in the classroom, teacher should play some roles, i.e. the teacher as inquirer, the teacher as a creator, as an observer, as facilitator, and as change agent. Therefore, the teacher should supervise and manage the class well. According to Gillies and Boyle (2009), the difficulties always come up in using cooperative learning method, there are little control over group size, the way they were to interact with others, and task they were to complete.

From the explanation above, the writer may conclude that the use of cooperative learning method in teaching speaking is very important. Moreover, by using cooperative learning method will improve students' speaking skill and the students will be more interested and more active in teaching learning process.

Based on the consideration above, the study tries to investigate the implementation of cooperative learning method in teaching speaking for the students of tenth grade at one Senior High School in Cimahi and to know the strengths and the weaknesses of cooperative learning method in teaching speaking based on students's perspective. This study is expected to give a brief description about the implementation of cooperative learning method in teaching speaking skill, especially in grade 10th of Senior High School.

1.2 The Research Questions

This study is conducted to answer the problem formulated in the following questions:

1. How is cooperative learning method implemented in teaching speaking for the students of tenth grade of senior high school?

2. What are the strengths and the weaknesses of using cooperative learning method in teaching speaking based on students' perspective?

1.3 The Purpose of the Study

Based on the research questions formulated above, this study aims:

1. To investigate the implementation of cooperative learning method in teaching speaking for the students of tenth grade of senior high school.
2. To find out the strengths and the weaknesses of using cooperative learning method in teaching speaking based on students' perspective.

1.4 Scope of the Study

This study focuses on investigating the implementation of cooperative learning method in teaching speaking for the students of tenth grade of senior high school, based on the theories stated by Slavin (2005); Nunan (2003); Johnson (2009); Kayi (2006); Brown (2011). In addition, the researcher attempts to explore cooperative learning method in the classroom, to know the teachers' role in managing cooperative learning method, and to find out the strengths and the weaknesses of using cooperative learning method in teaching speaking based on students' perspective.

1.5 Significance of the Study

The research is believed to have several significances for theoretical, practical and professional benefits.

1. Theoretical Benefit

The results of the research will be useful to enrich the acknowledgement about the implementation of cooperative learning method that is used to stimulate students to speak English in teaching learning process.

2. Practical Benefit

The research findings will give information about the implementation of cooperative learning method in teaching learning process and will be

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useful for both teacher and students who are interested in applying cooperative learning method as a benefit method to teach speaking skill.

3. Professional Benefit

The results of the study will help English teachers to improve their skill in designing the method that will be used in teaching English, creating cooperative learning method, applying cooperative learning method in the classroom and enriching their understanding about the concept of cooperative learning method in teaching speaking.

1.6 Clarification of Terms

There are several terms in this study that needs to be clarified. The definitions of the terms are explained below:

1. Cooperative learning is a variety of teaching method in which the students work in small groups to help each other learn academic content. (Slavin, 1994)
2. Teaching speaking in this research refers to the process of giving lessons to students, in which the objective is making and helping students speak English. (Brown, 2011)
3. Teacher's role is generally one of facilitating, monitoring students' engagement with process, or clarifying information, rather than primarily one of providing information. (Kessler, 1992, p.15)

1.7 Organization of the Paper

This research is organized into five chapters as follows:

Chapter I: INTRODUCTION

This chapter provides the information related to background of the study, the research question, the purposes of the study, scope of the study, significance of the study, research methodology, clarification of terms and organizations of the paper.

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Chapter II: LITERATURE REVIEW

This chapter presents the literature review which is consisting of elaboration of detail theories which are relevant to the study. It includes the theories about: cooperative learning strategies consisting of definition of cooperative learning, elements of cooperative learning, benefits of cooperative learning, types of cooperative learning, the models of cooperative learning activities and the implementation of using cooperative learning in the classroom, the nature of speaking, the principal of teaching speaking and the role of the teacher in cooperative learning, the role of teachers in speaking activities and related studies on the use of cooperative learning.

Chapter III: RESEARCH METHODOLOGY

This chapter discusses research methodology that focuses on the methodology of the research that would be conducted. It consists of the research site and participants and research methodology. The research methodology is divided into three parts: research design, data collection and data analysis.

Chapter IV: FINDINGS AND DISCUSSION

This chapter presents findings and discussion. It provides answer of the research problems. It also provides the result of the research which consists of findings (data presentation).

Chapter V: CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and recommendation. It summarizes the findings and the discussions and some recommendation for further research.

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