**CHAPTER I**

**INTRODUCTION**

In this chapter the writer describes about background of the research, formulation of research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definitions of key terms, and organization of the research.

1. **Background of the Research**

Language is an expression of human mind rather than a product of nature, is boundless in scope and is constructed on the basis of a recursive principle and that permits each creation to serve as a basis for a new creative act ( Chomsky, 2002:61). That is quite true that language is really an utterance of human thought, and it is built voluntarily by human. In other words, human can express an idea as they like. Furthermore, language can influence the human act in the society. Another linguist says that language is a system for the expression of meaning (Setiyadi, 2001:147). That can be understood that language is used to convey our mind or anything that is functioned for communication with other people by oral or written. Consequently, language takes important roles for all people to survive in their lives because language and human are inextricably related.

English is the most important language in the world because it can be useful in some way for international communication, international congress, and travel. The importance of English is also shown that it takes role in the educational area. The fact shows that so many scientific books and information are commonly issued in English.

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 As an international language, English has made people realize that it is as a vital medium of communication in the world. Therefore, in the globalization era, students around the world have to master English because there are a lot of importances of learning English, one of them is for career opportunities in the global marketplace.

Spoken English is a languge which is preferred to communicate with other people around the world as an international communication. It is preferred because it offers face to face interaction or two ways process of communication which the listeners or interlocutors can response the speakers directly and vise versa. Besides that, the speakers and the listeners can modify what they are saying to make it more accessible or acceptable each other. Hence, spoken English can not be applied if a person can not master the English skills particularly speaking skill.

As we know, speaking is one of the skills in communication besides writing. It is also as a form of communication to express the thinking or feeling. It is so crucial in learning English and it involves some important language components such as grammar, vocabulary, and pronunciation, which should be learnt by the students to support their speaking mastery.

 In relation to speaking, it has both transactional and interactional purposes (Gebhard, 2000:169). When the purpose of communication is transactional, the focus is on the meaning of the message because it is important for the listeners to comprehend the content of the speakers’ message. For example, a man who explains how to go a certain restaurant to his new friend or a woman who describes her pains to a doctor so that the doctor can identify her illness. Then when the purpose of communication is interactional, the focus is on maintaining social relation because the speakers should create harmonious interaction among individuals. For instance, greeting, complimenting, and chatting with friends. Based on the important purposes of spoken English, the students have to learn English as soon as possible, but unfortunately, the students are often so shy or have high level of anxiety over speaking that they are afraid to speak in class.

 The problem is that English is really a foreign language for language learners in Indonesia because

English is learned only at schools and people do not speak the language in the society (Setiyadi, 2001:22). That is different from some countries such as Malaysia and Singapore where English is emphasized on the ability and fluency in communications of daily lives because English is as their second language. The inhabitants of those countries acquire English because they are exposed to the language in the society. Those phenomena will benefit for those countries where they do know the significant roles of English in international communication, travel, education, work, global market place etc. Consequently, learning English in Indonesia should be done maximally in the school so that this country is not left behind by another countries.

Therefore, English becomes a compulsory subject which is not only learned at the university level but also in the senior and junior high school level. Moreover, it has been introduced to the students in elementary school as their local content course so that in the further level, they are not strange to the language.

In curriculum KTSP 2007, teaching and learning English in Indonesia is focused on two cycles, through for steps. The cycles are spoken and written cycles (Team, 2008:12). Talking about spoken cycles, most of the students often get difficulties and miserable feeling facing these cycles. Moreover, this curriculum emphasizes on high competency. Absolutely, that will be a bad condition for the students who are weak in speaking skill. Thus, the teacher should find the good methods or techniques which are appropriate to carry out these problems.

In this study, the writer chooses MAN Kunir Blitar as the setting of the study because the writer has ever practiced teaching in this school. Then the writer has found some problems which have been faced by the students in speaking class. Most of students do not talk in the class because they are too shy or anxious, so they can not convey their ideas fluently. In addition, the English teacher in the school used the conventional method in teaching the materials. The teacher explains the materials and then gives exercises in the form of blank questions. This method makes the students often feel bored and sleepy in the class. Furthermore, speaking practices were less practiced in the class so that when the writer asked the students to practice speaking in front of class; they looked quite afraid and had no idea to be spoken. On the other hand, they think that English is very difficult to learn.

Because of those problems, the teachers have to decide creative activities which can stimulate the students to speak English well. Many activities which are helpful in getting students to practice speaking skill such as skits, role plays, buzz groups, telling stories etc.

In this research, the writer would like to use buzz group as an activity to make learning speaking more successful. By using buzz group, the students are almost impossible to stay silent and once students have spoken "in private", they are much more likely to speak afterwards "in public", in the whole group. Buzz group is very useful to get things going, and it can also tune students in speaking class and wind up their ideas.

Based on the explanation in the background, the researcher is interested in conducting a research dealing with speaking fluency by using buzz group as an activity of speaking instruction. The use of buzz group is expected to give better way for the students in speaking ability. Moreover, the researcher also wants to verify whether buzz group is effective or not to improve students’ speaking ability. Accordingly, the research is entitled: “**The Effectiveness of Using Buzz Group in Teaching Speaking toward Students’ Speaking Ability of The First Grade Students of MAN Kunir Blitar in Academic Year 2011/2012”**.

1. **Formulation of Research Problems**

Based on the background of the study above, the researcher can state the general problem as follow: “Do the students of the class X at MAN Kunir Blitar who are taught by using buzz group get better speaking ability than who are not taught by using buzz group?”. To specify the problem, the specific research questions are as follows:

1. How is the students’ speaking ability when they are taught without using buzz group?
2. How is the students’ speaking ability when they are taught by using buzz group?
3. Are there any significant different scores on speaking ability between the students who are not taught using buzz group and those who are taught using buzz group?
4. **Objectives of the Research**

Based on the problem formulation above, the general objective of the study is to know whether the students of the class X at MAN Kunir Blitar who are taught using buzz group get better speaking ability than who are not taught using buzz group. To specify the objective, the specific objectives of study are as follows:

1. To describe the students’ speaking ability when they are taught without using buzz group;
2. To define the students’ speaking ability when they are taught by using buzz group;
3. To find out significant difference scores on speaking ability between the students who are taught without using buzz group and those who are taught by using buzz group.
4. **Research Hypothesis**
	1. The Null Hypothesis (Ho)

The students of the class X at MAN Kunir Blitar who are taught using buzz group do not get better speaking ability than who are not taught using buzz group.

* 1. The Alternative Hypothesis (Ha)

The students of the class X at MAN Kunir Blitar who are taught using buzz group get better speaking ability than who are not taught using buzz group.

1. **Significance of the Research**

The researcher hopes that the result of the study will give contribution to:

1. **The English Students**

This research can enrich students’ knowledge about buzz group as an activity of learning speaking skill. The students also know that buzz group will be able to improve their speaking ability.

1. **The English Teachers**
	* + 1. The teachers know the level of students’ mastery in speaking ability.
			2. The result of the study becomes an alternative way of teaching and learning speaking and to produce the relevant and valid knowledge to improve the students’ speaking ability. In addition, the teachers can reach the good teaching as a feed-back and it can be an important information in using buzz group as an activity to upgrade the quality of teaching speaking.
2. **School**

The finding is hopefully useful for the school as informative data in teaching speaking by using buzz group.

1. **The Writer**

The writer knows how effective buzz group as an activity for teaching speaking. Furthermore, the researcher knows the benefit of teaching speaking by using buzz group optimally, and the researcher gets beneficial experiences in teaching English speaking by using buzz group.

1. **Other Reserchers**

The result of the study can be used as a reference in conducting other study in similar problem about teaching speaking ability.

1. **Scope and Limitation of the Research**

There are many activities used to teach speaking such as skit, improvisation, role play, telling story, drama etc. The scope in this study is teaching speaking by using buzz group as an activity in teaching speaking toward students’ speaking ability of the first grade students of MAN Kunir Blitar.

In this research, the writer limits the study only with the implementation effect of buzz group. Therefore, the writer limits the study in speaking the research paper only on using buzz group as an activity in teaching and learning speaking because it can motivate the shy students to participate and encourage them to speak actively in the class.

1. **Definitions of Key Terms**

In this part, there are some explanation from the title mentioned in the previous items. The title is “The Effectiveness of Using Buzz Group in Teaching Speaking toward Students’ Speaking Ability of The First Grade Students of MAN Kunir Blitar in Academic Year 2011/2012”.

The definitions of key terms are as follows:

* + - * 1. **Speaking and Speaking Ability**

Speaking is often face to face and interactive, speakers can use paralinguistic (or non-language) features, such as changing their tone, giving added emphasis, whispering and shouting (Harmer, 2007:78). It means speaking is a productive activity which may cause speakers and listeners communicate at the same time. In addition, the speakers are possible to use gestures, high voice and low voice so that their messages can be understood by the listeners easily.

Speaking also has both interactional and transactional functions which are very important to maintain social relation in community. Interactional function emphasizes on maintaining good interaction among personalities in the community, and transactional function demands the interlocutor to understand the speaker’s intention.

Speaking ability is a basic skill which should be achieved by the students in order to have good ability to communicate with other people. Speaking ability is a language skill that must be mastered before learning reading and writing. Therefore, the students’ reading and writing ability are influenced by their speaking ability. If their speaking ability is poor, sometimes, it is considered that their reading and writing ability is not quite good too. In short, they can be considered having good speaking ability, if their interlocutor can comprehend their intentions and messages easily.

* + - * 1. **Buzz Group**

Apparently the method known as “buzz groups” was first used by Dr. Donald Phillips at Michigan State University. Buzz group got its name because students sound like a group of busy bees while working on task (Gebhard, 2000:177).

In buzz group activity, the students are permitted to pour all of their ideas in a small group which is designed by the teacher. Hence, the students may seems as noisy bees when they discuss the task in group.

Generally, buzz group is an activity which causes the students to talk confidently in the class. This activity invites the students to express their ideas freely in a small group before every student speaks individually in front of the teacher. Therefore, they are able to have a lot of ideas to be spoken in front of class, and it can decrease the level of their anxiety to talk in the class.

1. **Organization of the Research**

The organization of the research paper is given in order to make the readers understand the content of the paper.

Chapter I is introduction which deals with background of the research, formulation of research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definitions of key terms, and organization of the research.

Chapter II is theoretical background or review of literature. It consists of underlying theories that include teaching speaking, the roles of teacher in teaching speaking, speaking problems, speaking activities, buzz group activity, the procedures of teaching speaking skill using buzz group, correcting speaking; and speaking test and assessment.

Chapter III is the research methodology. It covers: the research design, the population and sample; variable, data and data sources; the data collecting method, research instruments, and the technique of data analysis.

Chapter IV deals with result and discussion of the study that is loaded of result that contains of teaching and learning process, description of data, hypothesis testing, and discussion.

Chapter V presents the conclusion of the study and suggestions for further study.