

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is a crucial part the language learning process, particularly in English. It is proved that someone who can speaks well means that he or she is able to communicate with international area. English dominates almost all of communication in this world. So if someone wants to dominate the world, he or she should speak English well. Speaking is one of the important skills for the student, because with speaking students can communicate English. By practice speaking students at any level are able to ask some question in English.

Speaking is a process of giving or sending message from a speaker to listener. Harmer (2001:87) says that speaking is the process to express ideas to other people through oral communication. It means that everyone will express their own ideas to other people through speaking performance, perform by face to face interaction and usually occurs in form of dialogue or other form verbal change. According Turk (2003: 9) defines speaking as the direct route from one mind to another, and is way we usually choose when we want to ask question or give explanation. Speaking is the first form of communication between human being. It can be show that information is more easily understood through speech that through writing. One of the reasons caused that using spoken language we can using by verbal or non-verbal expression to emphasize meaning.

According Nunan (1991: 39), mastering the art of speaking is the single most important aspect of learning a second foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

As productive skill, speaking is one important skill that should be acquired by students because the speaking is one communication instrument that most important especially for people who want to interact with people in another countries whether it is directly or indirectly.

Speaking called as communication and interaction that is used many people at around the world. Speaking skill plays important part for people in daily activity. Speakers is demanded able to communicate, share their ideas, opinions, and feelings. It means that speakers must really understand howto speak clearly and effectively. So that listener could get the information which he/she is talking about.

Speaking skill has some of components they are: pronunciation, grammar, vocabulary, fluency and comprehension. All of components should be master by the students if they want to communicate each other in using English and then speaking has much different than others skills, because others skills such as reading, listening, or writing, learners can improve their ability alone, such as learner want to improve the reading skill can do more of reading task, but if the learners want to improve the speaking skill cannot do alone and the learners have partner to improve it.

Speaking skill is rather from other skills because in speaking students can improve their selves quality in language especially English to the teacher,

their friends and society generally. Having good speaking, the students can show their proficiency by activating at classroom and following many contest or debate that be held in region or provide which prove that they have capability speaking skill.

English especially in speaking, word has many meaning, so that, choosing an appropriate vocabulary is important, it's problem has always complained by the students. Speaking is not easy task as individual product, because speaking needs much practice, without practice the achievement is impossible. However, students can do it as long as they do exercise regularly and speaking to express what in their mind. But in fact, the students had less exercise in speaking and seldom spoke with their partner, so when they some task about speaking or teacher asked them to perform in the class they feel confuse, afraid, and shy, and they did not know where they started to speak.

Based on my observation, the student could not speak English in the class. It could be seen at students Senior high School class XI. Researcher found out many obstacles in speaking skill that cause why students were difficult to speaking English. Firstly, While they tried to speak English, they were afraid to make a mistake in grammar so did not brave to speak. Secondly, students did not know how to pronounce the words correctly. Pronounce the word correctly were crucial thing in spoken English. If the students did not have good pronunciation, it would make misunderstanding in communication. Actually, they knew the theory, but they did not how to express in oral.

Finally, students couldn't speak fluently, because the teacher rarely talked each other, practices and the students did not confident to speak English. In the class, the teacher just asked them to memorize the dialog, she did not ask them to make dialog in oral communication, so the student did not have much opportunity to speak and to think their idea and develop their idea in their own language.

In learning process, teacher did not emphasize that communication was target language. It means that teacher talked more than students or teacher center. It caused, the students were afraid and did not have motivation to speak, and the learning process in the class was not active, interactive and enjoyable for the students. Not only that but also they were mischievous and they preferred to talk unimportant thing to listen toward. This observation was not only observed how the teacher learning process in the class, but also by interviewed some students.

Based on the teachers' explanation through the result of speaking test of Senior High School class XI, the students' problems was speaking activity.

According to preliminary observation, the speaking score of the students were:

Table 1.1
The Score of Students' Speaking Test (Preliminary Observation)

Number of Speaking	Grade XI Class XI					Mean Score
	Mean Score of Speaking components					
	P	G	V	F	C	
26	60	324	276	202	334	46
Ideal Scr	4	36	24	12	23	99

Based on the fact of the score, the writer can conclude that the students' abilities in speaking were low. So, the teacher needs help in teaching speaking. A strategy is important thing in teaching and learning speaking activity. One strategy is group work. Group work does not only encourage students to participate in speaking class but also increase students confident when he speaks with his friends. When he needs some help, his friends always there for him. He will not be shy to ask something to his friends. So, he can solve his problem.

As the solution to overcome these obstacles, there have been many strategies applied and developed Group Work can be one of the solutions. Group work does not only encourage students to participate in speaking class but also increase students confident when he speaks with his friends. When he needs some help, his friends always are there for him. He will not be shy to ask something to his friends. So, he can solve his problem.

According to Nunan and Lamb (1996, p, 142) group work is designed as any classroom activity in which learners perform collaborative tasks with one or more speakers. It has been considered one of the main changes to the dynamics of classroom interaction wrought by students-centered teaching. Moreover this speaking activity is able to increase the amount of active speaking and listening undertaken by all the learners in the language class.

Conclusively, group work is the best way to have success in learner - centered approach. This kind of speaking activities has had more and more emphasis in language classroom and it is used in encouraging learners' oral

practice. Participating in group, learners can join actively in the learning process. They do not have to sit passively and listen to their teacher.

Group work is working together with friends but this does not mean that students are left to their own device to learn whatever they like from discussion. It means that teacher have to construct the learning environment so that the students can interact productively under teacher's indirect guidance. Group work means all approaches to group wok have the distinguishing feature that students are working together without direct intervention by the teacher (for a least some of the time).

This verse conveys us that we should always discuss our problem with other people if we can not solve it. Group work strategy can help students to practice their speaking and ask their friend if they find some difficulties without feeling shy.

Based on the phenomenon, the writer was interested to use the group work strategy in teaching speaking at Senior High School at class XI Padang. The main problem of this research was the effect on students' speaking abilities through group work. So, the writer does the research with title:

“The Effect of Group Work Strategy Towards Students' Speaking Ability at Class XI Senior High School 4 Pariaman ”.

B. Identification of the Problem

Based on the background above, most of students at class XI Senior High School 4 Pariaman still had difficulties is speaking. In this case, the problem was happened at ct class XI Senior High School 4 Pariaman, the researcher found that the students face problem in speaking because they had to consider many aspects. Student difficulties in considering components of speaking such as pronunciation, vocabulary, grammar, fluency and comprehension. The students did not understand well how to consider those components in speaking. Therefore, it made them get difficulties in speaking and effect their product.

C. Limitation of the Problem

Generally there were many factors that gave influences in learning process such as: environment, teaching instruction, motivation and time limit. For example: In teaching speaking teacher should keep attention to students' environment in school, home or their society. Teaching instructions too, this is having significant effect in speaking process, without instruction teacher find difficulties in teaching, because instruction make teacher still on the rules in teaching. The reason why in course place students easier to study English than in school, because in course place students have many time to learn and practice.

In determining students progress in speaking process there are many ways that the teacher can use it, one of them is Group Work. The limitation of the problem is the effect of Group Work Strategy on students' speaking

ability, especially in speaking components such as pronunciation, vocabulary, grammar, fluency, comprehension or understanding, and motivation students in learning English.

D. Formulation of the problem

Concerning on the formulation of the problem above, the problem of this research is formulate as follow, “Does Group Work Strategy give significant effect on students’ speaking ability at class XI Senior High School 4 Pariaman?”

E. Purpose of the study

Generally, the purpose of this research is to investigate whether or not Group Work Strategy give significant effect on students’ speaking ability at Class XI Senior High School 4 Pariaman.

F. Significant of the research

This problem is very important to be a research because speaking is very important in human life as a mean of communication. Besides, it is also an important skill to achieve by students because it is an objective of the curriculum. Furthermore, it is one of the aspects of the evaluation.

This research gives several significances. Firstly, this research can help the students to improve speaking skill. By conducting this research, the students are hoped to be able to communicate English eminently. This research also gives the input for the English teachers to teach speaking skill. Furthermore, it is also very important for the English teachers and students, in order to create such a good relationship between them in the way of mastering English as a

foreign language. Finally, it is also expect that this analysis enrich the development of spoken language and can be a source for the next researcher.

G. Definition of the key term

To avoid miss understanding, it is necessary to define the term used in this study:

1. Group work is one strategy that can make all students participates in speaking class.
2. Students speaking Ability is the mental or physical capacity, power or skill required to do something that should have by the students. The extent to which the learner or speakers achieve instructional speaking objective or a set of intended speaking outcomes obtained by conducting a speaking test. Speaking in interactive process to sent message from to receiver orally.
3. Effective is capability of producing a desire result. When something is deemed effective, it means it has an intended or expected outcome or produces a deep.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORY

1. The Nature of Speaking

Naturally, speaking as means of communication is the process of transmitting the message from the source to target language. By practice speaking student at any level are able to ask some question in English. It means that speaking is use to send information, news, ideas, or opinion.

Many definitions about speaking have been proposed by language theory. Harmer (2001:87) says that speaking is the process to express ideas to other people through oral communication. It means that everyone will express their own ideas to other people through speaking performance, perform by face to face interaction and usually occurs in form of dialogue or other form verbal change. Cremin (2009:12) according him speaking speak competently and creatively for different purpose and audiences, reflecting on impact and response and also said speaking is explore, and sustain ideas through talk.

Speaking is one important skill that should be acquired by students because the speaking is one communication instrument that most important especially for people who want to interact with people in another countries whether it is directly or indirectly. According to Nunan (1991: 39), mastering the art of speaking is the single most important aspect of learning a second

foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Harmer (2004: 348) according him a crucial part of the teacher's job when organizing speaking activities is to make sure that the students understand exactly what they are supposed to do. This involves giving clear instructions and where appropriate, demonstrating the activity with students or students so that no one is in any doubt about what they should be doing.

In short speaking can be told as activity between two people or more in communication. It will be better if the speakers and the listeners have the same background knowledge, experiences and ideas. Put forward the nature of communication happens when the listeners can give the response to the speaker after the listeners understand the message given. Speaking not only produces words but also in speaking, people can deliver a something that has meaning and other people can understand what the people mean.

According to Hammer (2003:269) the ability to speak English fluently presupposes not only knowledge of the language features, but also the ability to process information and language on the spot. The ability to process the information is also closely related to knowledge and Intelegancy.

In addition, speaking is the complex skill, when someone is speaking. It is not enough for him/her just to know the sound, structure and vocabulary system of the language. Harris (1969: 81) emphasizes the

speaking ability is divided into five components. They are pronunciation, grammar, vocabulary, fluency and comprehension.

Harris (1969: 81) defines “speaking is complex ability requiring the simultaneous use of member different abilities which often develop different rates”. Despite its importance, for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Additionally, he suggests that most speaking simulates with one or more participants. It means that effective speaking also stimulates a good deal of listening, and understanding of how the other participants are the feeling and knowledge of how linguistically to take turns or allow other to do so. In other words, during the conversation, speaker and listeners should have the ability to arrange the change when to speak and when to listen to. One of the main purpose of learning language is describing people ability to express their his/her ideas, feeling or something in his/her mind to other people by using spoken language.

Briefly, speaking ability has a mean of communication is expressing human being thought as well as a form of social behavior. It is an active productive skill involving complex mental and physical action of the speakers when he/she is producing.

Based on the nature of speaking above, the speaking ability is very important for the learners that want to communicate with other one in English as well because it is extent to learners achieve instructional

speaking objective or to set the intended speaking outcome. In case, they must be able to express their idea for as the popular form of expression if they want to speak.

2. The Components of speaking

In speaking there are the importance components of speaking.

According to Harris (1969:81) there are five components of language that influence the speaking ability. They are as follow:

a. Pronunciation

When someone studies English, he has to learn how to pronounce the words of English. This is very important because the sounds of Indonesian language and English are different Pronunciation.

b. Vocabulary is the entire words that make up a language. Before someone study about the English skill he should learn about vocabulary as the first step.

c. Grammar or structure as the study of how to combine words into sentence and the forms of words. In the other words mastering grammar someone can master speaking of language.

d. Fluency

Harris (1969:81) states that fluency is the ease and speed or the flow of speech.

e. Comprehension or understanding is also one of the components that involves in speaking skill. When someone speaking to interlocutor, he should pay attention to it because if the interlocutor does not

comprehend what the speakers says, there will be misunderstanding between them and communication can't run well.

According to Hughes (2003: 111-112) scoring technique such as:

Accent

- 1) Pronunciation frequently unintelligible.
- 2) Frequent gross error and a very heavy accent make understanding difficult, require frequent repetition.
- 3) "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent error in grammar or vocabulary.
- 4) Marked foreign accent" and occasional mispronunciation which do not interfere with understanding.
- 5) No conspicuous miss pronunciation but would not be taken for native speaker.
- 6) Native pronunciation with no trace of "foreign accent".

Grammar

1. Grammar almost entirety inaccurate phrases.
2. Constant errors in showing control of very few major Pattern and frequently preventing communication.
3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.

5. Few errors with no pattern of failure.
6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3. Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-teaching subject with some circumlocutions.
5. Professional vocabulary broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situation.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible
2. Speech is slow and uneven expect for short or routine sentence.
3. Speech is frequently hesitant and jerky, sentence maybe left uncompleted

4. Speech is effortless and smooth but perceptibly non native in speech and evenness.
5. Speech is effortless and smooth but perceptibly non native in speech and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker.

Comprehension

1. Understands too little for simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristy topics: require constant repetition and rephrasing.
3. Understand careful, somewhat simplified speech when engage in dialogue but may require considerable repetition and rephrasing.
4. Understanding quite well normal educated speech when engage in a dialogue but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low frequently items or exceptionally rapid or slurred speech.
6. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

3. Factor Influencing Speaking

According Harmer (2003:269-271) there are some elements necessary for spoken production are the following:

1. Language features

Harmer stated that ability to speak fluently presupposes not only knowledge of language feature, but also a the ability to process information and language on the spots. The language features of speaking are:

- a) Connected speech is ability to modify the sounds because the effective speakers of English need to able not only to produce the individual phonemes of English but also to use fluent connected speech.
- b) Expressive devices are ability to convey meanings in communication by changing the pitch and stress, vary volume and speech other physical and non-verbal means. The extra expressions of emoticon are needed in effective communication.
- c) Lexis and grammar is the use of common lexical phrases, especially in the performance of certain language function in order the students could use appropriate sentences in speaking for specific speaking context.

d) Negotiation language is language that use in speaking to seek clarification and show the structure of what we are saying.

2. Mental/Social Processing

Not only knowing about language above, the successful of speaking are also affected by other mental or social processing, they are:

- a) Language processing is ability to process language in the head and put it into coherent order so that it comes out in forms those are not comprehensible, but also convey the meaning that are intended.
- b) Interacting with others means speaking needs deal of listening and understanding of how the others participants feeling and knowledge.
- c) (on-the-spot) information processing is a part of speaking where we also need to be able to process the information that tell us immediately at the moment we get it.

4. Function of Speaking

According Richard (2008:21) Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

In communication there are two ways, such as oral and written communication. In this research, researcher will use oral communication. In communicative skill teacher should invite students to be active in speaking. In oral communication students are hoped to have ability to show their ideas, discuss some topic, report their lesson, telling story, argue some statement, debate, making decision and express some expression.

Senior high school is the Junior High school that learning English. Students are taught with four skills; the skills are listening, speaking, reading and writing. In teaching process teacher do not teach students by focusing in one skill only, but teacher in teaching will combine between listening and speaking, reading and writing. Second grade is students that have learning English for at least one year, so, they are hoped to have ability in speaking.

5. The Importance of Speaking.

The objective of spoken language is shown by competence of the learner in communication. According Nunan (1991:39) speaking is the single most important aspect of learning a second or foreign language. According to Brumfit (1986:56) in Roberts shows that, there are four of communicative competence:

1. Formal Competence

- a. *Grammatically competence*: the ability to make well-formed sentences, the potential to 'generate' all and only the sentences of the language.
- b. *Idiomatic competence*: the ability to recognize the meaning of idioms, being aware of the nuances they convey, and the potential to use them correctly and appropriately. If grammatical competence means possessing a knowledge of the regular, systematic features of the language through which sound and meaning are linked, then idiomatic competence means possessing knowledge of the irregular and unsystematic features of the language.

2. Socio cultural Competence

This aspect of communicative competence consists of knowledge of the language enabling one to go through the routines of the day; knowledge of the 'rites de passage' observed in a given society and the *linguistic* protocols they entail.

3. Psychological Competence

This competence includes the ability to project one's personality and the ability to use language to achieve personal goals. Both are aspects of 'strategic interaction'.

4. Performing Competence

Most linguists' systems have a 'dustbin', or, in deference to Di Pietro, a 'trash can'. This final aspect of communicative competence resembles one to some extent, though it contains some important rubbish/garbage.

6. Assessment Criteria of Speaking Performance

As a productive skill, speaking can be empirically and directly observed. The basic problem in assessing speaking is the same assessing writing ability. It would be set tasks that from a representative sample of population of oral tasks that we expect the candidates to be able to perform. The tasks should elicit behavior which truly represents the candidates' ability and which can be scored and reliably.

In assessing the students' speaking ability some experts have formulated the categories related to the components of speaking. Hughes (2003: 131-132) rates the speaking is there are five categories which has scale from 0 to 6 (point 0 represents the lowest and point 6 the highest score). They are accent pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 2.1
The Criteria of Speaking Score

No	Speaking Component	Level Description	Score
1	Accent (Pronunciation)	Pronunciation frequently unintelligible.	0
		Frequent gross error and a very heavy accent make understanding difficult, require frequent repetition.	1
		"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent error in grammar or vocabulary.	2
		Marked foreign accent" and occasional	2

		mispronunciation which do not interfere with understanding.	
		No conspicuous miss pronunciation but would not be taken for native speaker.	3
		Native pronunciation with no trace of “foreign accent”.	4
2	Grammar	Grammar almost entirety inaccurate phrases.	6
		Constant errors in showing control of very few major Pattern and frequently preventing communication.	12
		Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.	18
		Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	24
		Few errors with no pattern of failure.	30
		No more than two errors during the interview.	36
3	Vocabulary	Vocabulary inadequate for even the simplest conversation.	4
		Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)	8
		Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.	12
		Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-teaching subject with some circumlocutions.	16
		Professional vocabulary broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situation.	20
		Vocabulary apparently as accurate and extensive as that of an educated native speaker.	24
4	Fluency	Speech is so halting and fragmentary that conversation is virtually impossible	2
		Speech is slow and uneven expect for short or routine sentence.	4
		Speech is frequently hesitant and jerky, sentence maybe left uncompleted	6
		Speech is effortless and smooth but perceptibly non native in speech and evenness.	8
		Speech is effortless and smooth but perceptibly	10

		non native in speech and evenness.	
		Speech on all professional and general topics as effortless and smooth as a native speaker.	12
5	Comprehension	Understands too little for simplest type of conversation.	4
		Understands only slow, very simple speech on common social and touristy topics: require constant repetition and rephrasing.	8
		Understand careful, somewhat simplified speech when engage in dialogue but may require considerable repetition and rephrasing.	12
		Understanding quite well normal educated speech when engage in a dialogue but requires occasional repetition or rephrasing.	15
		Understands everything in normal educated conversation except for very colloquial or low frequently items or exceptionally rapid or slurred speech.	19
		Understand everything in both formal and colloquial speech to be expected of an educated native speaker.	23

7. Definition of Group Work

According Bowering, Leggett, Harvey, and Hui in Killen, 2003 Group work is a general teaching strategy where students work together in face-to-face interaction without direct teacher supervision to achieve a common goal. It's used to shift students away from passive learning. Cremin (2009:13) according him Group Discussion and Interaction is take in different group to develop thinking and complete tasks and also participants and conversation, making appropriate building on others suggestion and responses.

Group work is one strategy that can make all students participates in speaking class. According Brown (2000:177) Group work is a generic term covering a multiplicity of techniques in which two or more students

are assigned are task that involves collaboration and self initiated language. Note that we commonly call pair work is simply group work in groups of two. It is also important to note that group work usually implies “small” group work, that is, students in groups of perhaps six or fewer. Large groupings defeat one of the major purposes for doing group work: giving students more opportunities to speak.

Group work has benefits to increase the student opportunities to perform with the foreign language. The purpose of group work is not only to enable the students to speak in that language but also to develop their thinking and improve the feeling of solidarity among of them in the class. Group work also transforms the class into supportive learning teams; the group keeps students energized, motivated and provides support to complete complex tasks.

Speaking is one of the important skills that should be mastered by people. Learner must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for foreign language learners, especially adult, to speak the target language fluently and appropriately. In this thesis the writer uses teaching speaking through group work. This technique can make students participate in speaking class.

8. The Advantages of Using Group Work

According to Brown (2000:178) there are many advantages of using group work not only for students but also for teacher:

1) Group Work generates interactive language

Group Work helps to solve the problem of classes that are too large to offer many opportunities to speak. By one estimate (Long and Porter 1985), if just half of your class time of spent in your group work, you could increase individual practice time five-fold over whole-class traditional methodology.

2) Group Work offers an embracing affective climate

Group work is the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. A further affective benefit of small-group work is an increase in student motivation.

3) Group Work promotes learner responsibility and autonomy

Even relatively small class of fifteen to twenty students, whole-class activity often gives students screen to hide behind. Group work place responsibility for action and progress upon each the members of the group somewhat equally. It is difficult to “hide” in a small group.

4) Group work is a step toward individualizing instruction.

Each student in a classroom has needs and abilities that are unique. Usually the most salient individual difference that you observe is a range of proficiency levels across your class and even more specially, differences among students in their speaking, listening, writing and reading abilities. Small group can help students with varying abilities to accomplish separate goals.

9. Implementing Group Work in the Classroom

According to Brown (2000: 182) the procedure or steps of group work are mentioned below:

1) Planning group work

The planning phase should include the following seven “rules” for implementing a group technique.

- a) Introduce the technique. The introduction may simply be a brief explanation. For example “ Now in groups of four, you’re each going to get different transportation schedules (airport limo, airplane, train and bus) and your job is to figure out, as a group which combination of transportation services will take the least amount of time”. The introduction almost always should include a statement of the ultimate purpose so that students can apply all other directions to that objective.
- b) Justify the use of small groups for the technique. You may not need to do this all the time with all your classes, but if you think your students have any doubts about the significance of the up

coming task, then tell them explicitly why the small group is important for accomplishing the task. Remind them that they will get an opportunity to practice certain language forms or function and if they are reluctant to speak up in front of class now is their chance to do so in the security of a small group.

- c) Model the technique. In simple technique, especially those that your students have done before modeling may not be necessary. But for a new and potentially complex task, it never hurts to be explicit in making sure students know what they are supposed to do. After students get into their groups, you might for example, show them (possibly on an overhead projector) four transportation schedules (not the ones they will see in their groups). Then select four students to simulate a discussion of meshing arrival and departure times, your guidance of their discussion will help.
- d) Give explicit detailed instructions. Now that students have seen the purpose of the task and have had a chance to witness how their discussion might processed give them specific instructions on what they are to do. Include:
- a. A restatement of purpose
 - b. Rules they are to follow (e.g. don't show your schedule to anyone else in your group. Use "if" clauses as in "if I leave at 6:15 A.M., I will arrive at the airport at 7:25.")

- c. Assignment of roles (if any) to students (e.g., The airport limo person for each group is the “chair”. The airplane person will present the findings to the rest of the class. The train person is the timekeeper, etc.)
 - e) Divide the class into groups. This element is not as easy as it sounds. In some cases you can simply number off (e.g..1,2,3,4 ...) and specify which area of the room to occupy. In classes of fewer than thirty people, preassigning groups is quite manageable if you come to class with preassigning having thought though the variables that you want class control.
 - f) Check for clarification. Before students start moving into their groups check to make sure they all understand their assignment.
 - g) Set the task in motion. This part should now be a simple matter of saying something like, “Okay get into your groups and get started away on your task.”
- 2) Monitoring the task

The first few time you do group work, you may need to establish this sensitive role letting students know you will be available for help and that you may make a suggestion or two here and there keep them on task, but that they are to carry out the task on their own. There may actually be a few moments at the outset where you do not circulate among the groups so that can establish a bit of momentum. The rest of the time is very important to circulate so that, if you have nothing to say to a group, you

can listen to students and get a sense of the groups' progress and of individuals' language production.

A few don'ts:

- a. Don't sit at your desk and grade papers.
- b. Don't leave the room and take a break.
- c. Don't spend an undue amount of time with one group at the expense of others.
- d. Don't correct students' errors unless asked to do so.
- e. Don't assume a dominating or disruptive role while monitoring groups.

3) Debriefing

- a. Reporting on the task objectives. If groups were assigned a reporter to represent something to the class or if the task implicitly lends itself to some discussion of the "findings" of the groups, then make sure that you leave enough time for this to take place.
- b. Establishing affective support. A debriefing phase also serves the purpose of exploring the group process itself and bringing the class back together as a whole community of learners.

10. Narrative Text

1. Definition of Narrative Text

There are some of text types taught to Senior High School. One of them is Narrative text. As Elismawati (2010:121) asserts that a story (Narrative) begins by introducing characters, place and circumstances.

This is called the orientation stage. In the middle of the story different things happen to the characters, in this called complication stage. At the end most of the problems are usually solved, this called the resolution stage.

So, narrative text is a story that tells the experience or imagination which consists of events, setting, complication, and resolution. Briefly, a narrative is a short story which tells about someone or something to amuse the reader as the purpose of the text. Mostly, a narrative is not a truth story or it could be just like a fable. There would be a conflict and the solution for the conflict as well. In addition, the story would be ended by moral message that the reader can get. So, the purpose of narrative text is not only to entertain the reader but also to imply some point to think which stated implicitly in the text.

2. Schematic Text

- a. Orientation: set the scene and introduce the participant of the story; who or what is involved in the story
- b. Complication: tell the beginning of the problem or crisis arises
- c. Resolution: the problem is resolved or crisis is resolved

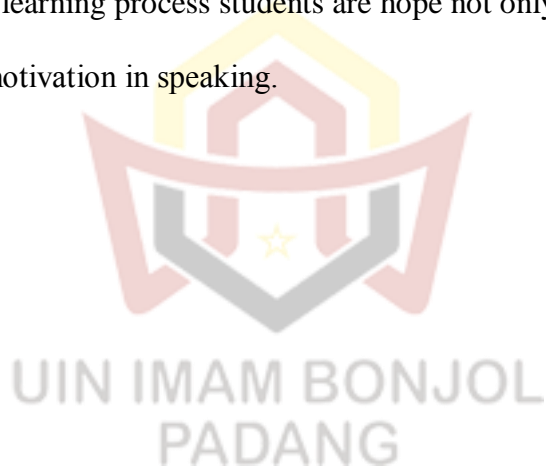
3. Language Features of Narrative Text

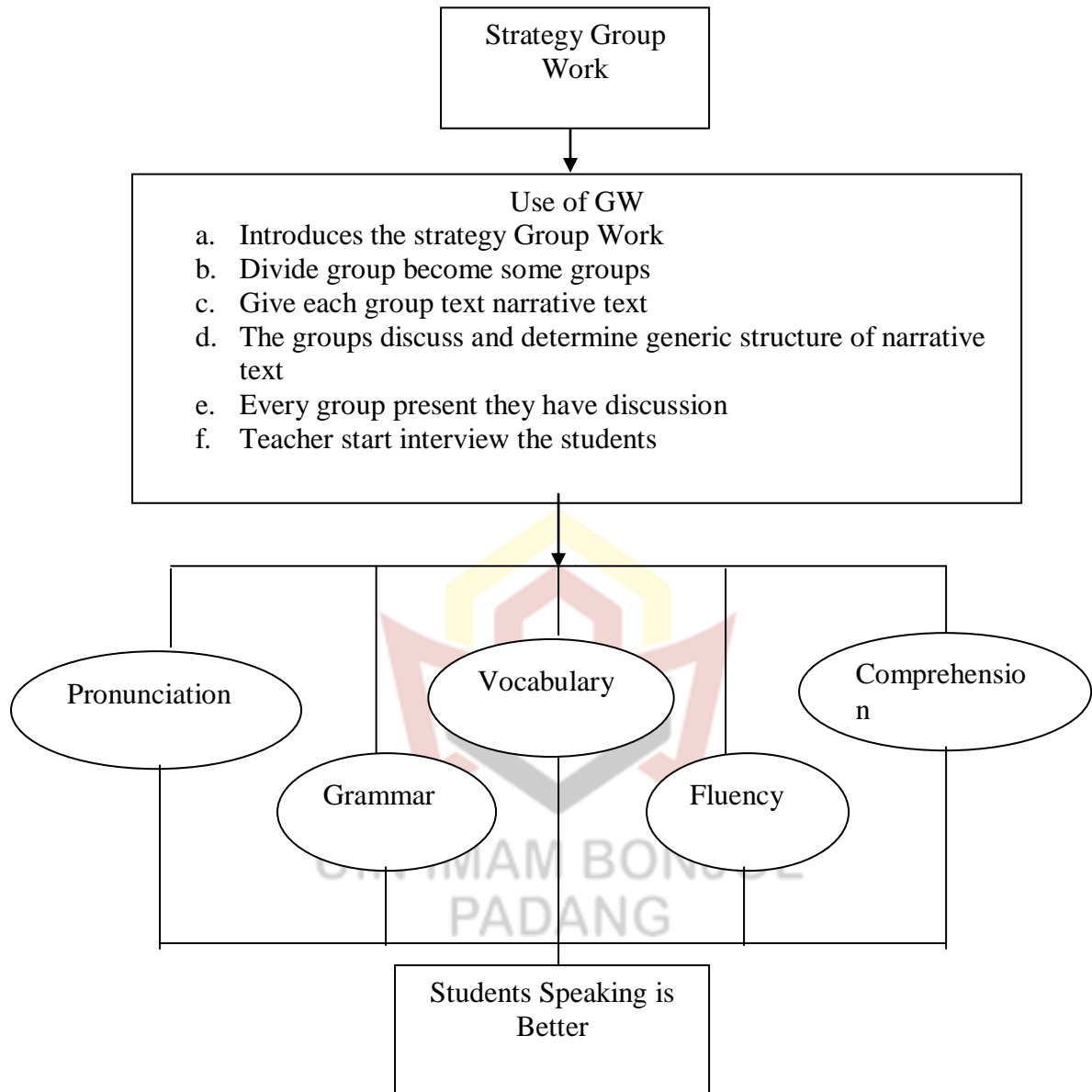
Language features are characteristics of language that used in certain text. *First*, focus on specific participant such as my house, she, it, they. *Second*. It uses past tense to express the situation. *Third*, it

uses kinds of adjectives such as happy, sad, beautiful, etc. *after that*, focus on temporal conjunctions and circumstances.

B. CONCEPTUAL FRAME WORK

In teaching and learning process, teacher should be able to teach appropriate strategy. This is applied in order to the students not to be bored and understand the concepts what they have learned. One of the strategies that help the student's to be more active in learning is with group work. The use of this strategy in teaching speaking is hoped to increase their ability in speaking. In teaching and learning process students are hope not only speaking skills but also student's motivation in speaking.





C. RELEVANCE STUDY

Group work has an important role in teaching and learning process Hidayat (2007) on his thesis with title teaching speaking by using simultaneous pair work and group work technique. According to him this technique can be effectively used in classes. This technique gives significant effect to students in speaking activity not only in class room but also outside of class room. It makes the class more interesting for the teacher and the students.

Mella thesis (2009) on her thesis with the title The Use of Group Work in Improving Students' Abilities in Speaking at Islamic Junior High School Model Padang. According to her the strategy can be effectively used in classes. This strategy gives significant effect to students in speaking activity.

Siska (2017) on her thesis with the title The Effect of Buzz Group Technique on students' Speaking ability in Descriptive Text at Islamic Junior High School Talaok. According to her this technique gave significant effect on students' speaking ability that refers to grammar, vocabulary, pronunciation, fluency and comprehension, and it had a greater contribution in teaching process. It's increased students' ability in speaking and students' confidence.

D. Hypothesis

It is hypothesized that the use of Group Work in teaching and learning process give significant effect on student speaking ability and confidence in speaking.

CHAPTER III

RESEARCH DESIGN

A. Research Design

This research was experimental research. In this research, the researcher used the strategy Group work as independent variable and speaking activity as dependent variable. According Gay (2000: 368) stated that, an experimental research typically involves a comparison of two classes, which are experimental class and control class. The experimental class typically receives a treatment, a treatment under investigation while the control class usually received different treatment or treated as usual. Researcher divided sample into two groups, it concerned for experimental research.

In teaching speaking process, the two groups taught by different technique but with the same topic. The experimental group taught by using Group Work strategy and the control group taught by conventional technique. The treatment was given to experimental group about sixth meetings. Every meeting researcher gave different topics. At the end of the treatment, the researcher gave the students post-test.

At the end of the research, the researcher had to make the post-test to see the result of the technique that used in the class, Group Work strategy and conventional technique influenced students speaking ability. The test was speaking test.

Table 3.1
Research Design

	Treatment	Post-Test
Experimental	X	T
Control	-	T

X = treatment of experimental group

T = post-test for experimental group and control group

B. Population and Sample

1. Population

Gay (2000:122) states that the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. There were five classes at class XI IPA Senior High School 4 Pariaman. The population of this research was 149 students. The distribution of the population can be seen in the table below:

Table 3.2
Population of the research

No	Class	Total Students
1	XI IPA ₁	29
2	XI IPA ₂	32
3	XI IPA ₃	28
4	XI IPA ₄	31
5	XI IPA ₅	29
	TOTAL	149

Source: English at senior High School 4 Pariaman

The five classes used SPSS (Statistical Product and Service Solution) to know the normality and homogeneous data. To show the sample was representative or not. The table below shows the result of normality and homogeneity test.

Table 3.3
Test of Normality

Tests of Normality							
	KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
NILAI	XI.IPA 1	.133	29	.200*	.936	29	.077
	XI.IPA 2	.131	32	.177	.962	32	.312
	XI.IPA 3	.170	28	.036*	.893	28	.008
	XI.IPA 4	.093	31	.200*	.986	31	.943
	XI.IPA 5	.093	29	.200*	.954	29	.229
a. Lilliefors Significance Correction *. This is a lower bound of the true significance.							

Based on the table, can be seen that the significance or probability score of all the classes bigger than 0.05 in both Kolmogorov-Smirnov and Shapiro-Wilk.

To see whether the sample normal or not in distribution, researcher also used normal graphic of Q-Q plot, the data was normal if the distribution of data plot in the surrounding of aslant and athwart line. From the normality test, researcher got the output (see appendix).

From the graphic above can be seen that the drops spread around the line. So, it can be concluded that the distribution of all the population were normal.

After did the normality test, researcher analyzed the homogeneous variation test. This test has an objective as to know whether the sample homogeneity or not. The researcher did the test of homogeneity by using *Test of Homogeneity of Variance*. Population has homogeneity variance if P-value is bigger than 0.05. See the table below:

Table 3.4
Test of Homogeneity of Variances

Test of Homogeneity of Variances			
NILAI			
Levene Statistic	df1	df2	Sig.
3.262	4	144	.014

The decision of column *test of homogeneity of variance* was bigger than 0.05, so it can be concluded that all the class were homogeneity.

After knowing the normality homogenous test by using SPSS, the researcher found all classes' normal and homogeneity as a population. The five classed had the significant of normality and homogeneous more than 0.05. Based on the graphics Q-Q Plot, if the data around and near with the line, it means, the data was normal. After get the population, researcher continued the next step to find the sample of this research.

2. Sample

According to Gay (2000:121) sample is the process of selecting a number of individuals for a study in such way that the individual represent the large group which it is selected. Sample is a part of the population to research. Gay (2000) also states that a good sample is the

one that representative of the population from which is selected. The sample of this research consisted of two groups; an experimental group and a control group. Researcher used random sampling to get sample.

According to Gay (2000: 123) random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Based on the five classes above, the researcher chose two classes as the sample. The researcher took class XI.IPA₄ and XI IPA₅ as the sample because both of this class had same qualification. The samples were 45 students. In determining experimental group and control group the researcher used flapping coin. The researcher got the result that class XI IPA₄ as experimental group with 20 students and class XI IPA₅ as control group with 25 students.

C. Place and Time of Research

This research was done at Senior High School 4 Pariaman. This place was chosen because the researcher had ever teaching practice there. The researcher took two classes as sample it was class experiment and class control. The treatment conducted as the first years. The treatment carried out based on the teaching schedule of Senior High School 4 Pariaman. The time allocation of English subject was twice for each class or 4 x 45 minutes and each meeting spent 90 minutes or 2 x 45 minutes for six meeting by applying Group Work to improve students' ability in speaking skill.

After giving treatment by using Group Work strategy for six times in classroom activity, the researcher gave post-test in order to know the students' speaking after treatment and whether Group Work strategy was effective to improve students' speaking ability, the researcher compared the result post-test for both experimental class and control class.

D. Instrument of the Research

Instrument is a tool that to measure a data of the research. According to Sugiyono (2012: 133) instrument of research is used to measure a value of the research's variables. The data of this research was collected from students' performance. The test was speaking test formed interview. This test was to identify the students speaking ability in speaking aspects: Pronunciation, grammar, vocabulary, fluency and comprehension.

After six times of treatment, researcher gave post-test to both of class. The post-test was interview test. Researcher gave some questions for each student of the both of class experimental class and control class, Hughes stated (2003:119) that interview is traditional form and had at least one potentially serious drawback. The result evaluated by concerning five aspects: Pronunciation, grammar, vocabulary, fluency and comprehension.

F. Procedure of Data Collection

The researcher used two classes to collect the data, the researcher taught the students by using Group Work Strategy for experimental class, and the English teacher taught conventional technique for control class. However, the material in learning was same. In short, the researcher explained the procedures as bellow:

1. Determining the research time.
2. Prepared the lessons plan arranged by curriculum.
3. Doing treatment for both experimental and control groups.

Table 3.5
Treatment Procedure for Experimental and Control Groups

Experimental Group	Control Group
<p>Pre-activity</p> <p>Appreciation</p> <ol style="list-style-type: none"> 1) Teacher greats the students 2) Teacher and students pray 3) Check attendant list 4) Ask the students whether they are ready to study or not 5) Teacher asks students about the last material <p>Motivation</p> <ol style="list-style-type: none"> 1) Teacher motivated the students 2) Teacher encourages students to speak English by asking questions 	<p>Pre-activity</p> <p>Appreciation</p> <ol style="list-style-type: none"> 1) Teacher greats the students 2) Teacher and students pray 3) Check attendant list 4) Ask the students whether they are ready to study or not 5) Teacher asks students about the last material <p>Motivation</p> <ol style="list-style-type: none"> 1) Teacher motivated the students 2) Teacher encourages students to speak English by asking questions
<p>Whilst-activity</p> <p>Exploration</p> <ol style="list-style-type: none"> 1) Teacher introduces the learning objective to students 2) Teacher wrote the topic of the lesson on the board 3) Teacher gives a topic and give some question based on the topic to build students background 	<p>Whilst-activity</p> <p>Exploration</p> <ol style="list-style-type: none"> 1) Teacher explains the materials to the student about narrative text 2) Students see the topic in the whiteboard 3) The teacher gives some

<p>knowledge about Narrative Text</p> <p>4) Students read an example of Narrative text</p> <p>Elaboration</p> <ol style="list-style-type: none"> 1) students observe the elements of text then discuss the purpose, generic structure and language use 2) teacher and students discuss the new vocabulary and the information that they can get questioning and answering session 3) students give another topic of Narrative Text and try to identify the elements of the text 4) Teacher introduces the technique of Group Work 5) Teacher gives explicit detail instructions. Teacher divide groups become six groups, Teacher ask the student to restatement of the text, teacher give rules to the students (rules are teacher ask the student to do not discussion to anyone else in their group), teacher give time frame to complete the task each group has four or five students, then teacher give a topic (snow white) and teacher asks to students for discussion about the topic with each their group after that teacher interviews the students based on the topic. 6) students seat based on their group 7) students circulate their work in the group and they discussion the topic, give feedback to their friends speaking 8) while students are discussion, teacher go around the class, help them if needed in the class 9) teacher gives some few role students: don't sit at your desk and grade papers, don't leave the room and take break, don't spend an undue amount of time with one group at the expense of others, don't correct students' errors unless asked to do so, don't assume a dominating or disruptive role while monitoring groups 	<p>questions based on the topic to build students' background knowledge</p> <p>4) Students answer the questions about the text</p> <p>Elaboration</p> <ol style="list-style-type: none"> 1) Students listen to the teacher explanation about the purpose, generic structure and language use 2) The teacher and students discuss some new vocabularies related to narrative text 3) The teacher gives a topic 4) Teacher asks to students to find the generic structure <p>Confirmation</p> <p>Teacher helped students to present their work in front of the class, and teacher evaluate it.</p>
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<p>10) teacher controls the atmosphere in the classroom</p> <p>11) students collect their task</p> <p>Confirmation</p> <p>1) every group present their discussion</p> <p>2) students get the supporting comments from the another group and the teacher</p> <p>3) teacher starts to interview the students based on the topic</p> <p>4) giving the reward</p>	
<p>Post-activity</p> <p>1) Teacher asks the students about the conclusion or expressions or asking for repetition the material</p> <p>2) Teacher revises students' false</p> <p>3) Teacher asks students to practice outside if schools</p> <p>4) Teacher gives reflection to the students</p> <p>5) Teacher assesses the student pronunciation, grammar, vocabulary, fluency, and comprehension in speaking activity.</p>	<p>Post-activity</p> <p>1) The teacher asks the students about the conclusion or expressions or asking for repetition the material</p> <p>2) The teacher assesses their pronunciation, grammar, vocabulary, fluency, and comprehension in speaking activity.</p>

4. After the treatment, each group would have a post-test.
5. The result calculated by using the percentage of improvement.
6. Findings.

E. Techniques of Data Collection

The data was collected trough a post-test score. The researcher gave post-test to students after doing treatment for fourth meetings to know students' speaking ability by applying Group Work. The test was speaking test-performed interview. Interviewer interviewed the students one by one. The scoring of this research based on students' abilities in speaking such as:

pronunciation, grammar, vocabulary, fluency and comprehension. There are many scores in speaking abilities according Hughes (2003: 131-132) (see appendix II).

F. The Technique of Data Analysis

The technique of data analysis used the statistical procedure. In this research, researcher used two statistical procedures to analyze the data. In analyzing the different mean by using t-test formula as follows:

1. This formula applied to decide mean of students' test score in experimental and control groups:

$$\bar{x}_1 = \frac{\sum f_1 x_1}{\sum f_1} \text{ (Experimental Group)}$$

$$\bar{x}_2 = \frac{\sum f_2 x_2}{\sum f_2} \text{ (Control Group)}$$

2. This formula was used to decide standard deviation of experimental group:

$$s_1^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

3. This formula was used to decide standard deviation of control group:

$$s_2^2 = \frac{n \sum f_2 x_2^2 - (\sum f_2 x_2)^2}{n(n-1)}$$

The formula of T- test was follow Sudjana (2002: 255)

$$\text{T-test: } t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

\bar{x}_1 = Mean score of experimental group

\bar{x}_2 = Mean score of control group

S_1^s = Standard deviation of experimental group

S_2^2 = Standard deviation of control group

n_1 = Number of subject in experimental group

n_2 = Number of subject in control group

The T table was employed to see whether there was significant difference between the mean score of both experimental and control group. The value of obtained was consulted with the value of t table at the degree of freedom $(n_1 - 1) + (n_2 - 1)$ and the level of confidence of 95% = 0, 05. If the value of obtained was less than the value of t table, the null hypotheses was accepted. On the contrary, if the value of t- obtained is equal or bigger than the value of t table, the alternative one was not accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter means to present the results of research that was done in six meetings of Senior High School 4 Pariaman. The study was started on 4th September and ended on 23th September 2017. At the end of the research, the students were given speaking test. The analysis of the collected data was carried out to find whether or not using Group Work can improve students' speaking skill at class XI Senior High School 4 Pariaman.

A. Research Findings

1. Data Description

The data of this research was the score of students' post-test. The research had given post-test of both samples where the students were asked to discuss Narrative Text. The number of the students who were involved in the post test was 45 students. Those students were divided into two classes, 20 students for experimental group and 25 students for control group. The data of this research were students' score in post-test. The researcher taught speaking to the students by using Group Work strategy in experimental class and using conventional strategy in control class for six meetings. At the end of the meeting, the post-test was given to the students. The speaking test was the same where the students were asked to make composition of Narrative Text. In scoring the test, the researcher used Hughe's criteria can be seen in chapter II.

All of the data were analyzed to find out the maximum and minimum scores, mean score and Standard Deviation (SD) of post-test experimental class and control class.

Table 4.1
The Score of Speaking Test of Experimental Group and Control Group

Class	N	Highest Score	Lowest Score	Mean (X)	Total Score	Standard Deviation
Experimental	20	93	66	78,55	1571	6.72
Control	25	86	56	68.08	1702	9.02

The total score of speaking test of both groups was significantly different. The total score of experimental group was 1571. The highest score was 93, the lowest score was 66 and standard deviation was 6.72. On the contrary, the total score of control group was 1702, the highest score was 86, the lowest score was 56 and standard deviation was 9.02.

2. Descriptive Data Analysis

a. Experimental Class

$$X_{max}: 93$$

$$N : 20$$

$$R : X_{max} - X_{min}$$

$$X_{min}: 66$$

$$P : R/K$$

$$K : 1 + 3.3 \text{ Log } n$$

Note :

P : Interval

R : Range

K : Number of Classes

$$R : X_{max} - X_{min}$$

$$: 93 - 66$$

$$: 27$$

$$K : 1 + 3.3 \log n$$

$$: 1 + 3.3 \log 20$$

$$: 1 + 3.3 (1,30)$$

$$: 5,29$$

$$: 5$$

$$P : R/K$$

$$: 27/6$$

$$: 5.4$$

$$: 5$$

So, interval of students' speaking score is 5. Then the interval data of experimental class post-test score can be seen in the table below:

Table 4.2
The Interval Data of Experimental Class Post Test Score

No	Interval (students' speaking Score)	Frequency	percentage
1	66-70	1	5%
2	71-75	5	25%
3	76-80	8	40%
4	81-85	2	10%
5	86-90	3	15%
6	91-95	1	5%
Total		20	

From the table above, it was found that most of students' speaking scores of post-test Experimental class about: 66-70 there was 1 student who got score at the interval, and while the interval 71-75 there was 5 students who got score. This was the highest interval 76-80 there were 8 students, then interval 81-85 there were 2 students, the interval 86-90 there was 3 students. The last interval 91-95 there was 1 student. The data of post-test score Experimental class was drawn as below:

Graph4.1
The Interval Data of Experimental Class Post-Test Score

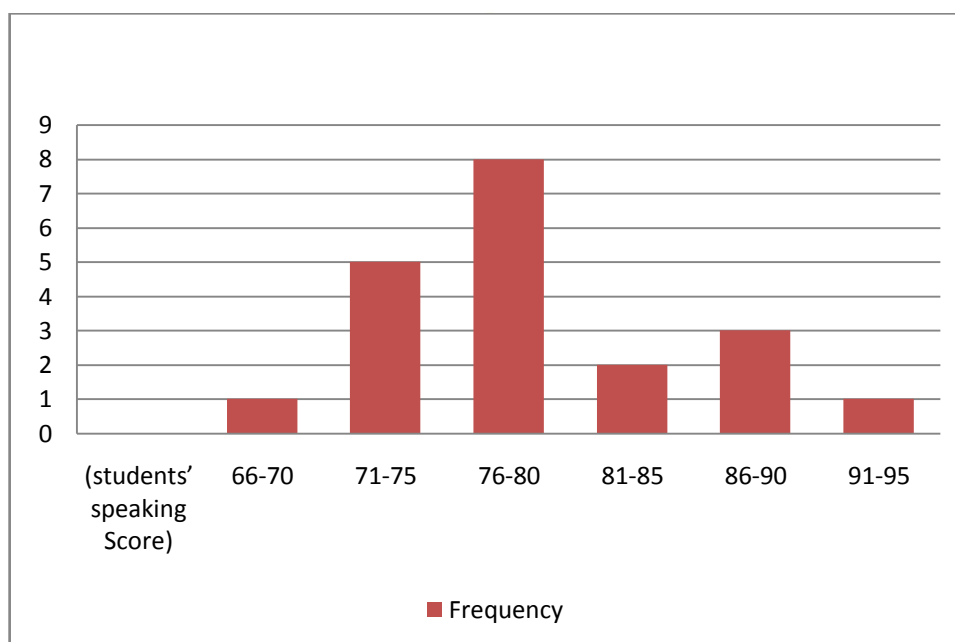


Table 4.3
Calculation Process of Mean and Standard Deviation of Speaking Test Experimental Group

X_1	F_1	X_1^2	$F_1 X_1$	$F_1 X_1^2$
66	1	4356	66	4356
72	3	5184	216	15552
74	2	5476	148	10952
76	4	5776	304	23104
78	2	6084	156	12168
80	2	6400	160	12800

82	2	6724	164	13448
88	3	7744	264	23247
93	1	8649	93	8649
$\Sigma X_1 = 621$	$\Sigma F_1 = 20$	$\Sigma X_1^2 = 56393$	$\Sigma F_1 X_1 = 1571$	$\Sigma F_1 X_1^2 = 124276$

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1571}{20} = 78.55$$

$$(\sum f_i x_i)^2 = (1571)^2 = 2468041$$

$$s_1^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$s_1^2 = \frac{20 \cdot 124276 - 2468041}{20(20-1)} = \frac{2485520 - 2468041}{380}$$

$$s_1^2 = \frac{17479}{380}$$

$$s_1^2 = 45.98 \quad s_1 = \sqrt{45.98} \quad s_1 = 6.78$$

Based on table and formulation above, researcher found that mean of speaking test experimental group is 78.55 and standard deviation is 6.78

b. Control Class

$$X_{max}: 86 \quad N : 25 \quad R : X_{max} - X_{min}$$

$$X_{min}: 56 \quad P : R/K \quad K : 1 + 3.3 \text{ Log } n$$

Note :

P : Interval

R : Range

K : Number of Classes

$$R : X_{max} - X_{min}$$

$$: 86-56$$

$$: 30$$

$$K : 1+3.3 \text{ Log } n$$

$$: 1+3.3 \text{ Log } 30$$

$$: 1+3.3 (1.477)$$

$$: 6$$

$$P : R/K$$

$$: 30/6$$

$$: 5$$

So, interval of students' speaking score is 5. Then the interval data of experimental class post-test score can be seen in the table below:

Table 4.4
The Interval Data of Control Class Post Test Score

No	Interval (students' speaking Score)	Frequency	Percentage
1	56-61	7	28%
2	62-66	6	24%
3	67-71	4	16%
4	72-76	4	16%
5	81-86	4	16%
Total		25	

From the table above, it was found that most of students' speaking scores of post-test in control class about: The highest interval 56-61 there were 7 students who got score, and while the interval 62-66 there were 6 students who got score, then interval 67-71 there was 4 students, the interval 72-76 there was 4 students and last, the interval 81-86 there was also 4 students. The data of post-test score Control class was drawn as below:

Graph4.2
The Interval Data of Control Class Post-Test Score

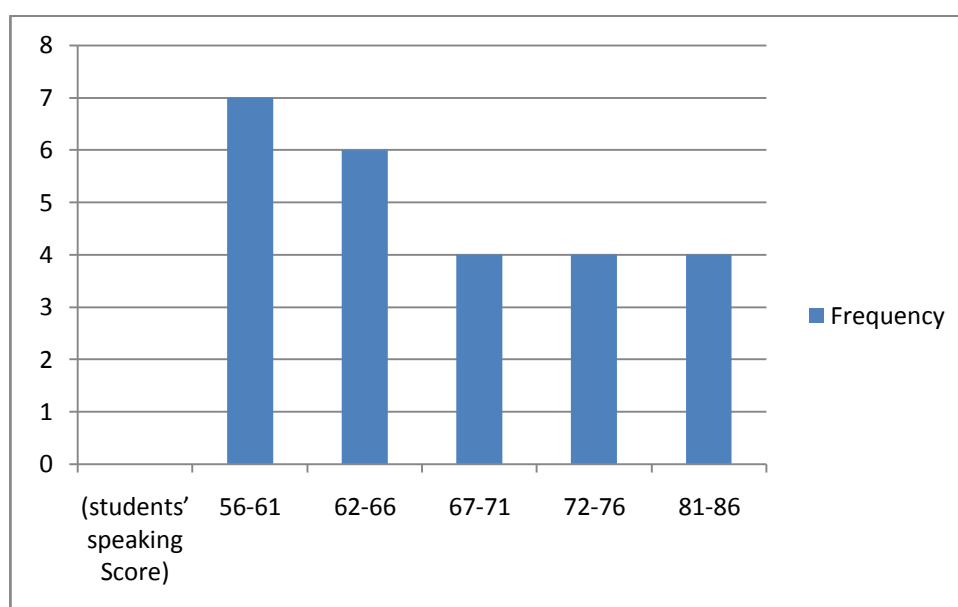


Table 4.5
Calculation Process of Mean and Standard Deviation of Speaking Test Control Group

X_2	F_2	X_2^2	$F_2 X_2$	$F_2 X_2^2$
56	2	3136	112	6272
57	1	3249	57	3249
59	2	3481	118	6962
60	2	3600	120	7200
63	3	3969	189	11907
65	3	4225	195	12675
67	1	4489	67	4489

70	3	4900	210	14700
75	1	5625	75	5625
76	3	5776	228	17328
80	2	6400	160	12800
85	1	7225	85	7225
86	1	7396	86	7396
$\sum X_1 = 809$	$\sum F_1 = 25$	$\sum X_1^2 = 63471$	$\sum F_1 X_1 = 1702$	$\sum F_1 X_1^2 = 117828$

$$\bar{x} = \frac{\sum f_2 x_2}{\sum f_2} = \frac{1702}{25} = 68.08$$

$$(\sum f_2 x_2)^2 = (1702)^2 = 2896804$$

$$s_2^2 = \frac{n \sum f_2 x_2^2 - (\sum f_2 x_2)^2}{n(n-1)}$$

$$S_2^2 = \frac{25 \cdot 117828 - 2896804}{25(25-1)} = \frac{2945700 - 2896804}{600}$$

$$S_2^2 = \frac{48896}{600}$$

$$S_2^2 = 81.50 \quad S_2 = \sqrt{81.50} \quad S_2 = 9.02$$

Based on table and formulation above, researcher found that mean of speaking test control group is 68.08 and standard deviation is 9.02

To explain more about Group Work strategy in improving students' speaking ability, it can be seen from the comprehension of students' mean score both experimental and control group in several indicators, such as: pronunciation, grammar, vocabulary, fluency, and

comparison. The calculation of those aspects can be explained as table below:

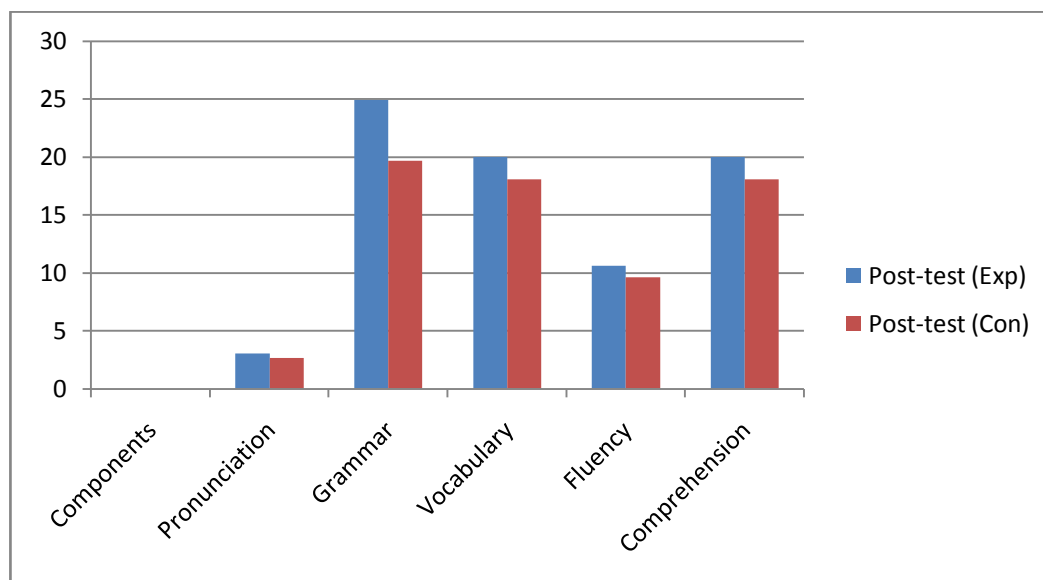
Table 4.6
The Calculation of Comparison of Means Post-Test of Experimental and Control Class in Pronunciation, Grammar, Vocabulary, Fluency and Comprehension

No	Aspects/ Components	Experiment Class $\frac{\sum nxi}{N}$	Control Class $\frac{\sum nxi}{N}$	Difference
1	Pronunciation	61/20 = 3.05	66/25 = 2.64	0.41
2	Grammar	498/20 = 24.9	492/25 = 19.68	5.22
3	Vocabulary	400/20 = 20	452/25 = 18.08	1.92
4	Fluency	212/20 = 10.6	240/25 = 9.6	1
5	Comprehension	400/20 = 20	452/25 = 18.08	1.92

From the table of calculation of comparison of means post-test and control class can be explained that component of speaking pronunciation, grammar, vocabulary, fluency, and comprehension from the data the significant improvement in grammar, vocabulary, fluency and comprehension. In grammar got improvement 5.22, vocabulary got improvement 1.92, fluency got improvement 1 and comprehension got improvement 1.92. Based on that result, grammar get highest improved than the result of the other components. So, the Group Work strategy gave significant affected to students' speaking ability. That means the hypothesis can be accepted.

Moreover, the comparison of means post-test of experimental and control class in pronunciation, grammar, vocabulary, fluency, and comprehension could in the following graphs:

Graph 4.3
The Calculation of Comparison of Means Post-Test of Experimental and Control Class in Pronunciation, Grammar, Vocabulary, Fluency and Comprehension



3. Inferential Data Analysis

1. Prerequisite Hypothesis Testing

The prerequisite is necessary to determine whether the analysis of data for hypothesis testing can be continued or not. Some data analysis techniques demanding test prerequisite analysis. Analysis of variance requisite got from population with normal distribution and data of group compared. The variety of prerequisite testing analysis such as normality test and homogeneity test. The prerequisite analysis of data mentioned on the next point.

a. The Normality of Test Distribution

Normality test had an objective to know population normal or not. In this research, to do the normality test researcher used Kolmogorov

Smirnov and Shapiro Wilk. Test was performed in SPSS test. Testing criterion and distributed normal if the data was more than 0.05. The class was normal. The summary of the result of test of normality and homogeneity of experimental group and control group is presented below:

Table4.7
The Result of Testing Normality Speaking Post-test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Nilai	Experimental	.148	20	.200*	.951	20	.375
	Control	.154	25	.132	.935	25	.115
a. Lilliefors Significance Correction *. This is a lower bound of the true significance.							

b. The Homogeneity of Variance Test

To check the homogeneity of variance of the data, levene's test was conducted. The result of calculate using levene test is as follow:

Table 4.8
The Result of Testing Homogeneity Speaking Post-test

Test of Homogeneity of Variances			
GroupWork Strategy			
Levene Statistic	df1	df2	Sig.
3.241	1	43	.079

Based on the table above, it can be concluded that two groups were normality and homogenous. After the test of normality and homogeneity, the data were analyzed by using t-test by (Sudjana, 1992:139) to see the

effect of using Group Work Strategy the data observed of this research was analyzed by using t-test. (Sudjana, 1992:239).

B. Hypothesis Testing

In order to see the effect of Group work Strategy gave any significant difference on students' Speaking skill in these classes, the data that was observed of this research was analyzed by using T_{-test}.

The calculation of T_{-test} between mean score of experimental and control group could be figure bellow:

$$T\text{-test: } t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

\bar{x}_1 = Mean score of experimental group

\bar{x}_2 = Mean score of control group

S_1^2 = Standard deviation of experimental group

S_2^2 = Standard deviation of control group

n_1 = Number of subject in experimental group

n_2 = Number of subject in control group

$$\bar{x}_1 = 78.55 \quad n_1 = 20 \quad s_1 = 78.55$$

$$\bar{x}_2 = 68.08 \quad n_2 = 25 \quad s_2 = 9.02$$

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 2)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(20-1) 6.72 + (25-1)9.02}{20 + 25 - 2}$$

$$= \frac{(19) 45,1584 + (24) 81.3604}{43}$$

$$= \frac{858.0096 + 1952.6496}{43}$$

$$= \frac{2810.6592}{43}$$

$$s^2 = 65.364$$

$$s = \sqrt{65.364}$$

$$s = 8.08$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{78.55 - 68.08}{8.08 \sqrt{\frac{1}{20} + \frac{1}{25}}}$$



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$$= \frac{10.47}{\sqrt[8.08]{0.09}}$$

$$= \frac{10.47}{8.08(0.03)}$$

$$= \frac{10.47}{0.73}$$

$$t = 14.34$$

$$df = (n_1 + n_2 - 2)$$

$$= (20 + 25 - 2) = 43$$

$$\alpha = 0.05$$

$$T\text{-table} = t_{(1-\alpha)}(df)$$

$$= t_{(1-0.05)}(43)$$

$$= t_{(0.95)}(43)$$

$$= 2.000$$

$$t\text{-Table} = 2.000$$

$$t\text{-Calculate} = 4.2175$$

$$t\text{-Calculate} > t\text{-table}$$

$$14.34 > 2.000$$

It had been mention that t-calculate in this research was higher than the value of t-table. Therefore, the hypothesis in this research stated that the use Group Work Strategy in teaching and learning process especially improved student' speaking skill that referred in grammar, vocabulary, fluency, and

comprehension at class XI IPA of Senior High School 4 Pariaman was accepted.

C. Discussion on the Research Finding

Group work is one strategy that can make all students participates in speaking class. According Brown (2000:177) Group work is a generic term covering a multiplicity of techniques in which two or more students are assigned are task that involves collaboration and self initiated language. Group work does not only encourage students to participate in speaking class but also increase students confident when he speaks with his friends.

Teaching speaking by using Group Work strategy gave significant effect on student's speaking skill. The teacher must be able to use this strategy to make the students active in the classroom especially in speaking skill that conducted in learning narrative text. The students can share or tell about narrative text. In this research, the five speaking components should be measured to conduct speaking skill. The five components are pronunciation, grammar, vocabulary, fluency and comprehension. Based on the data on the research finding, it showed that the students' grammar, vocabulary, fluency and comprehension use were improved.

In relation to the purpose of this research, the effect to improve students' speaking ability by group work strategy can be seen in findings. It was shown from the post-test of experimental class after giving the treatment by applying group work strategy. The improvement made by the students' in

their speaking such in grammar, vocabulary, fluency and comprehension after using this strategy was indicated by research finding.

Based on the hypothesis testing with using group work strategy in teaching and learning process of speaking, it was proven that gave significant improvement on students' speaking ability related to pronunciation, grammar, vocabulary, fluency and comprehension.

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language (Brown (2003:157). Based on research in six meetings and it was influenced by the use of group work strategy that was the pronunciation got significant improved. The mean score of students' pronunciation in control group was 2.64 while experimental group got 3.05

2. Grammar

The grammar of a language is the description of the ways in which words can change their forms and can combined into sentences in that language (Harmer, 2001:12). Based on research in six meetings and it was influenced by using group work strategy that was the grammar got significant improved. The mean score of students' grammar in control group was 19.68 while in experimental group got 24.9. It concluded the

score of grammar from the experimental class was higher than control class. It can be seen from difference both classes that was 5.22

3. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Based on research in six meetings and it was influenced by using group work strategy that was the vocabulary got significant improved. The mean score of students' vocabulary in control group was 18.08 while in experimental group got 20. It concluded the score of vocabulary from the experimental class was higher than control class. It can be seen from difference both of class that was 1.92

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown. 1994:).

Based on research in six meetings and it was influenced by using group work strategy that was the vocabulary got significant improved. The mean score of students' fluency in control group was 9.6 while in experimental group got 10.6, It concluded the score of vocabulary from the

experimental class was higher than control class. It can be seen from difference both of class that was 1.

5. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. Based on research in six meetings and it was influenced by the use of group work strategy that was the comprehension got significant improved. The mean score of students' comprehension was 18.08 while in experimental group got 20, it concluded the score of vocabulary from the experimental class was higher than control class. It can be seen from difference both of class that was 1.92

This research conducted the other researcher that it was then become the relevant study for the researcher. The related study was from Group Work has an important role in teaching and learning process according Siska's (2017) on her thesis with the title *The Effect of Buzz Group Technique on students' Speaking ability in Descriptive Text at Islamic Junior High School Talaok*. According to her this technique gave significant effect on students' speaking ability that refers to grammar, vocabulary, pronunciation, fluency and comprehension, and it had a greater contribution in teaching process. It's increased students' ability in speaking and students' confidence.

Second researcher was done by Mella's thesis (2009) on her thesis with the title *The Use of Group Work in Improving Students' Abilities in Speaking at Islamic Junior High School Model Padang*. According to her the strategy can be effectively used in classes. This strategy gives significant effect to students

in speaking activity. The activity not only in class room but also outside of class room. It makes the class more interesting for the teacher and the students.

Based on the hypothesis testing, with using Group Work Strategy students' speaking ability in teaching learning process of speaking, it proved that significant improvement on students' speaking ability itself. It was shown from the mean of achievement in experimental class and control class. The mean experimental class of 78.55 and for control class 68.08 it meant that, mean of experimental class was bigger than mean of control class. The difference of mean of both classes was caused by the treatment given and this difference was significant statically.

The comparison of two mean score was 78.55 in experimental class and 68.08 in control class. Then, it was found that t calculate $> t$ table $(14.34) > (2.000)$. it mean that the learning result of teaching speaking ability by using Group Work strategy at class XI IPA₄ of Senior High School 4 Pariaman.

Based on the result test can be seen that the learning outcomes of students in experimental class who apply Group Work Strategy on students' speaking ability was higher than students who did not use treatment. Although the factors affecting the high value of experimental class students are also influenced by other actors, but other factors are ignored. Because in this study the factor that is known the teaching strategy that use by researcher.

Furthermore, based on calculation using the T-test was found that the working hypothesis in this study received. Therefore can concluded that the

results of class XI IPA students teaching speaking ability of senior high school 4 Pariaman who use Group Work Strategy was higher than students who use the teacher strategy in this school.

The researcher was concluded that the Effect of Group Work strategy gave significant effect on students' speaking ability that refers to grammar, vocabulary, fluency, comprehension and it had a greater contribution in teaching process. It increased students' ability in speaking and students' confidence.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the finding derived from the data analysis presented in the previous chapter, it can be concluded students those taught with Group Work strategy have higher speaking skill than those taught with conventional strategy. The success of this research can be indicated by the students' score in post-test experimental class and post-test control class. The conclusion can be taken as follow:

First, the data of this research showed the improvement of five components of speaking. The Group Work Strategy gave significant effect on students' speaking ability, related to pronunciation, grammar, vocabulary, fluency and comprehension. It could be proved by the students' speaking score post-test. The used of Group Work Strategy does not only encourage students to participate in speaking class but also increase students confident when he speaks with his/her friends. Second, the data of this research showed the increasing of five components of speaking especially in grammar is better than the others aspect by using Group Work strategy where difference is 5.22. Finally, the t-calculate in this research was higher than the value of t-table. It means the hypothesis is accepted. So Group Work strategy could be applied on students' speaking ability in English class which emphasize on the skill to speak at class XI Senior High School level.

B. SUGGESTION

Dealing with the problems that explained in the previous part, researcher tried to porpoises some suggestion. First, the English teacher should consider the used of Group work Strategy as an alternative strategy in teaching speaking. Second, English teacher should prioritized the main activity so that the time allocated can be effective. Third, Teacher in teaching and learning process are hoped to create good atmosphere classroom to make teaching speaking more effective, meaningful, and interesting to the students' by using various story or event. Finally, Group Work Strategy can be applying to develop students' speaking ability on English class that emphasizes on the skill to speak at Senior High School level.

The researcher realized that this thesis might be having several weaknesses. Therefore, any comment, suggestion, and criticism are expected to come up in order to make a great one.