

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Problems**

One of the language skills, which are really important in direct communication, is speaking. According to Noonan (1991:31) in language teaching methodology speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation language. Speaking is an activity which is done by human being involving his or her organs of speech. We usually learn to speak by imitating how someone masters the language that we try to learn to speak English. It is important to practice and imitate pronunciation, because it can improve the mastery of the students' speaking skill. Asking the students to imitate word to word pronunciation can be regarded as the stimulus for them to speak.

Speaking is a crucial part of language skills that should be developed in process of English language learning. It causes language is a medium to communicate for people. By speaking, students can get information and increase their knowledge through the interaction with other people orally. Students can also interact and deliver messages each other in their daily activity.

Speaking is one of important basic skills that are learnt by the students. There are some reasons why speaking is important. First, speaking can help students in communication with others and they have something to speak.

Second, it can support other language skills, such as listening, reading, and writing. In other word, speaking is crucial for the learner.

According to Widdowson (1994) speaking is the active production skill and use of oral production. It is the ability of someone to communicate orally with others in all of four keys language skill. The one has who skill in speaking can be identified from his / her ability in using the oral language fluently, clearly, and attractively.

Nowadays, many teachers agree that students should learn to speak English by interacting to others. For this case, students should master several speaking components, such as: Comprehension, pronunciation, grammar, vocabulary, and fluency. Thus, English teachers could be creative in developing their teaching learning process to create good atmosphere, to improve the students' speaking ability, to give attention to the speaking components, and to make English instruction or English lesson to be more exiting.

Speaking is a complex skill where a speaker needs to be able to use appropriate vocabulary, sound, structure at the same time. To get communicative in speaking, the students should have the basic knowledge in idea of comprehension, structure, vocabulary, fluency, pronunciation. All of them are important aspect to be considered in order to be able to speak well.

Teaching speaking for junior high school is an interesting and challenging duty for teachers for some considerations. In one hand, young learners are individuals of very early age who are interested in many new things such as a

foreign language, English. Students will be enthusiastic in learning, if we often praise them. Due to the praise, they would like material that we teach and they will be motivated to learn English happily. Students are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for students. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning.

In fact, based on the researcher's experience during observation in SMPN 1 Lembah Melintang, during the English teaching in learning process, it was obviously seen that in teaching and learning process seems more focused on reading and translating text and underline difficult words to students and then students asked to the teacher that difficult word. But the other ability, like speaking and listening do not get more attention. It can be seen when the researcher asked to English teacher about students' speaking, listening, reading and writing mark English teacher said I never take students' mark about speaking and listening because they are difficult subject I just took score students 'speaking ability from reading dialogue in front of class.

In learning speaking, students sometime find some problems or difficulties. Based on writer's observation to students at class VIII of Junior High School 1 Lembah Melintang, there were some problems that researcher finds in teaching speaking such as:

*Firstly*, students' motivation to speak English or to learn English was still low. It can be seen when the researcher did observation in Junior High School 1 Lembah Melintang almost all of students' were lack motivation in English

because the classroom atmosphere was not supported them to learn. In other word, the class did not stimulate and motivate students to face the lesson from teachers. So, the students were not interested in learning. It is necessary for the teachers to create a suitable atmosphere. The teachers have to make the students happy and think that English is easy, enjoyable, and not frightening subject. That would allow students to express themselves feely and make them feel eager to communicate in foreign language.

*Secondly*, students were shy to speak in front of class, because they were afraid that their friends laugh at them if they do mistakes in process speaking because they were lack of speaking skills. So, they were not brave to carry out conversation, share their ideas, opinion or comment.

*Thirdly*, the students were still low capability pronunciation, vocabulary, grammar, fluently, and comprehension, so they were difficult to speak. When they want to try speaking they were still confused on pronunciation example they difficult to different say something "house or mouse".

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

**Table 1:1**  
**The mean score of Students Daily Test at one class in Junior High School 1 Lembah Melintang (Preliminary Research)**

Class	Total of students	(Kkm)	P	G	V	F	C	Total
VIII	30	75	2.13	15.88	13.41	6.17	13.85	51.32

*Source: English Teacher of Class VIII Junior High School 1 Lembah Melintang*

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Then the researcher also had done the recording of their speaking and it showed that they had difficult on all of speaking components. The researcher took their recording when they retell experience in the past event. When students retell about recount text the researcher undergo difficult to understand about the story. On accent students the researcher difficultness to understand their accent because they often used mother tongue than English and they were often making fault from words. For example when they wanted to say for they said por and others word such as but student said “pat”, word beautiful student said “bitipul” word after student said “uapter” word father student said “pader” word “ house” student said “hos” word “last week” student said “los wek” word “friend” student said priend”. On grammar almost all of students error in grammar they didn’t know how to put in good grammar such as how to different she or he in a sentence. Example last week I go with brother pergi ke Air Bangis for watch volleyball tournament yang sedang berlangsung. But tournament volley ball its bored. On vocabularies students retell it more used mix language because they had limited vocabulary. Example last week I went to home my sister I went there with my sister we went to bersilaturrahi dengan keluarga saya and we makan makanan ringan and then we pulang around at 16.00 o’clock. I and my family pergike pantai sasak setelah sampa I

disana I and my brother play air laut setelah itu we food di tepi laut. On fluently students didn't speak fluently they still used "mmm Bagaimana". On comprehension, students retell it not voice aloud. So, the students speaking ability was still low. Based on the fact of the score, the researcher can conclude that some of students' ability in speaking is still low.

Based on phenomenon above, the researcher offers a technique that is felt suitable to overcome teachers' problem in teaching and learning process. The technique is called Buzz Group Technique. According to brewer (1997:72) state that buzz group technique are "formed by dividing the large classroom into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specified time to discuss question, problem, or issue.

Buzz group technique can make students have good mental that are showed by having brave feeling to express their idea. Students just face their friend in little amount, not only that students will feel comfort to speak because students just speak in front of their friend in small group. The buzz group technique will make students usual with social problem, with various decision of each student in group, they can determine the best result for be presented.

According to Suprijanto (2007:110) buzz group technique is one solution to make the students have motivation in learning speaking through buzz group technique. Teaching speaking will be fun for students through buzz group technique, because students have opportunities express their ideas, opinion,

suggestion and questions to each other, it can make all of member in that group have participation to explain or to express about material that their discussion.

In buzz group technique each of groups divide into some sub-groups each of groups consist 3-5 students to discuss one of topic and how to solve the topic as soon as possible with the time is limited. Small groups will report their result discussion to big groups. Teacher instructs them to make sure each member of the group contributes at least one idea to the discussion. After 10 minutes, teacher calls on some of the group to report and asks other groups who came to the same conclusion to raise their hands. As they report, teacher records their main points on the blackboard and then incorporates the material into a future lecture.

Based on the reasons above, the researcher is interested in conducting the research on **“The Effect Of Buzz Group Technique Toward Students’ Speaking Ability At Eight Grade of Junior High School 1 Lembah Melintang”**

## **B. Identification of The Problems**

Based on the background above, there were several problems that faced by the students in teaching process. There were:

*First*, Students motivation to speak English or to learn English was still low. Because the classroom was not supported them to learn. On other word, the class did not stimulate and motivate students to face the lesson from teachers.

*Secondly*, students were shy to speak in front of class, because they were afraid that their friends laugh at them if they did mistake in process speaking because they were lack of speaking skills. So, they were not brave to carry out conversation, share their ideas, opinion or comment.

*Thirdly*, the students were still low capability pronunciation, vocabulary, grammar, fluently, and comprehension, so they were so difficult to speak.

In this research the research wants to know about students speaking ability aspect. This aspect develops students speaking skills. In speaking skills there are five components namely: Pronunciation, grammar, vocabulary, fluency, and comprehension.

Furthermore, Buzz Group technique as one of many techniques in learning process. The researcher assumed this technique had given the effect on students' speaking ability. Moreover, the research just focused on the effect of this technique in this research.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher needs to limit the problems that will solve in this research. This research is focused on effect buzz group technique toward students' speaking ability through Buzz Group technique. In speaking there are five components such as pronunciation, vocabulary, grammar, fluency and comprehension.

So, the limitation is the effect of Buzz Group technique in speaking ability especially in pronunciation, vocabulary, grammar, fluency, and comprehension.



#### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the problem of this research is formulated as follow: Does the buzz group technique give significant effect on student' speaking ability? In speaking component: Pronunciation, grammar, vocabulary, fluency and comprehension.

#### **E. Purpose of the Research**

The object of this research is to find out whether buzz group technique gives significant effect on students' speaking ability

#### **F. Significant of the Research**

The result of this research study gives the students the easy way to measure in component of speaking ability and able to communicate. Furthermore, it makes the students active in speaking learning process by using this technique; especially at eight grade students of junior high school 1 Lembah Melintang. The result of this research gives significant effect to the students speaking ability in teaching speaking. The researcher hopes this result could solve the problem and give the easy way in teaching speaking.

#### **G. Definition of Key Terms**

In order to avoid misunderstanding of key terms, researcher defines them as follows;

##### **1. Effect**

The effect of this technique the writers expect the students can change their procedure by an action or cause of as define. In this research, the effect means the alteration of students' speaking skill between students who

are taught by Buzz Group Technique and those who are not taught by Buzz Group Technique at the Second Semester of Junior High School 1 Lembah Melintang”.

## 2. Buzz Group

Buzz Group Technique is the beneficial in teaching speaking because it gives all students the space and freedom to express their ideas equally, so every student gets a chance to contribute to the discussion to solve the problem in question of speaking. Students could use their own knowledge and share their knowledge with their friends. Besides that, they could interact with each other to solve problems. It would also help weaker students in learning.

According to Moore (2005: 291) Buzz group technique is “a work group of relatively short duration, established quickly to share opinions, view points, or reactions”. So buzz group technique is arrangement of students into small groups to participate in a range of activities to develop thinking, problem solving or to complete practical tasks. Participation or otherwise in discussion activities can be culturally determined.

## 3. Speaking ability

Speaking ability is competence of students to express their ideas, opinion, thought or feeling to the others orally in real life communication.