

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are three central processes in learning English; they are reflection, negotiation and collaboration (McNiff.J. 1993). When students are able to use the three processes, they do not only learn much more effectively, but they also gain valuable thinking and communication skills that will stand them in good stead in their lives outside school. The processes work well together. When students negotiate, they reflect on their learning: when they collaborate, they negotiate with other students. A learning program that gets students actively using all three processes is likely to work best. Teachers who have focused on the three learning processes with their students say that teaching the necessary skills takes time, deliberate planning and possibly some rethinking of their own roles.

Those three central processes can be achieved through the ability of speaking. This fact makes speaking hold an important role in learning English. The researcher does not want to say that the other skills of language (listening, reading, and writing) are not important. But, in daily life, the indicator of success in learning English is the ability in speaking.

Nowadays English is not only studied at school but also taught in private institutions such as some English courses. In these institutions, teachers are more free and enjoyable in teaching English speaking. They keep doing their effort to create the qualified students in learning English. The efforts include the material designing, variation of teaching strategy, and increasing the students' motivation. This condition affects the development of English teaching strategy progress dynamically. The development in terms designing material can be seen through the changing of curriculum. Curriculum is always related to a need analysis of the students in learning English. Each curriculum offers different material design and suggested strategies. Unfortunately, the changing of curriculum is not followed by the application in teaching. And it is not supported by the technology of teaching. Ironically, the teachers themselves have not understood the concept of curriculum yet.

The indication of the failure in learning English can be seen through some facts that the students cannot speak English well. For instance, students feel hesitation to speak English although they have vocabularies. At least, it can be viewed from two points of view. Firstly, the different score of writing and speaking. In expressing the same topic, students are easy to write sentences rather than speak them. In writing, they are not bounded by the pronunciation and intonation. They are only focus on connecting the sentences by using appropriate grammar. While in speaking, besides think about grammar, they also prepare their ability in pronunciation and intonation. Then English teachers are difficult to find the students in speaking. The concrete

example is the students are ashamed to practice their English in daily life. Secondly, the frequency of speaking English is low. They only speak English while learning English. But outside of class they seldom practice it, at least with their friends. Although, it can be considered that the position of English in Indonesia is as foreign knowledge, but learning English language application means learning English speaking.

Those fact are quite difference with the expectation of teaching and learning English. In English Standard Competency of Graduation, after learning English, students are expected to have competence in practicing English. The students should be able to use their English in every situation.

Considering the gap between reality and expectation, the researcher is eager to offer the solution to over come the problems. There are many factors that influence the process of teaching English. Firstly, the students do not have much time to practice their English. Secondly, lack of motivation in learning English. Thirdly, teaching and learning process is not supported by facilities such language laboratory. And the last is, teachers have not had many techniques of teaching.

The researcher was interested to conduct a research about speaking ability since speaking ability is the one of language skills which is common used in daily life. The ability of learning English is commonly measured by the ability of speaking. Further, in terms s of exchanging the information speaking is more used than writing.

Considering the important of speaking ability in language competence, it is needed to help the English language learners to master speaking comprehensively. Besides that the ability of speaking is still low to moderate level. It can be seen from the score of students in terms of speaking practice during learning speaking. The average of speaking score is lower than the ability of writing score. They are able to write it but they are difficult to express it in spoken language. In this case, cooperative learning strategy was applied as a strategy to solve the problem. There are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers, and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip them altogether, but when they know that others are counting on them, they are often driven to do the work in a timely manner. Students working competitively have incentives not to help one another; working cooperatively, they are rewarded for helping.

1.2 Formulation of Problem

Based on the description of background of problems, the problem can be formulated as: “How well is the improvement of students’ of International Language Program (ILP) in speaking through Cooperative learning strategy?”

1.3 The Objective of Research

Based on the formulation of the problem, the objective of the research is to improve the students’ achievement in speaking by using cooperative learning strategy.

1.4 Scope of Research

This research focused on improving the students’ achievement in speaking through cooperative learning strategy. Cooperative learning strategy itself has nine models. But in this research, they were limited into two models, namely round robin brainstorming and think pair share model. Then, the material of speaking was focused on the daily conversation. Further, this research was conducted to English course students, exactly the students of International Language Program (ILP). There are four levels of class at ILP. And the subject of this research was intermediate students.

1.5 The Significance of Research

The significance of this research theoretically and practically is having relation to the following aspects.

1. Theoretically, the findings of this research are expected can support the theory of cooperative learning strategy in developing the students' ability in speaking.
2. Practically, this research can also help the students overcome their problems in learning English speaking. They can apply the cooperative learning strategy with their condition. Thus, they will be active in teaching and learning process.
3. The findings of this research are expected to give a contribution to English teacher to create the qualified students in learning English.

