

## **I. INTRODUCTION**

This chapter discusses about background, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background**

Speaking is one of the central elements of communication and it has important role in communication. It is widely known that in teaching foreign language, there are four skills that should be mastered by the students, namely; listening, speaking, reading, and writing. Speaking is the second step of skills which should be mastered by them after listening skill. In the teaching learning process, the students must master the speaking skill to make communication run well. By speaking, the students can express their ideas, share information, and maintain social relationship by communicating to others.

In addition, speaking is one of the productive skills of language that can be used to express ideas or send message to the hearer or listener. It means that when one speaks, he or she produces expression that should be meaningful. Then, the receiver or hearer can receive the message from the speaker directly without any miscommunication.

In teaching, the teacher usually uses a method which can improve the students' speaking skill. Teacher will choose what method that is appropriate for his/her students' condition and situation. Based on the researcher's experience when conducting teaching practice program (PPL/2014) at the ninth grade of SMPN 2 Liwa West Lampung, it can be reported that some students still got some difficulties in producing the utterance properly. They did not know how to answer teacher's question or to ask a question. Even though there were some students that were able to express what they thought, they still had problems in pronouncing it. So, it did not make the teaching learning process run well.

Besides that, according to the researcher's experience when she was in Senior High School, the researcher believes that every student is smart and is capable to express his or her thought. But, the fact shows that the problem is not only because of their knowledge, but also, the technique that is used by the teacher in the class.

In this research, the researcher tries to find out the best method which can improve or increase the students' speaking skill. The method which is appropriate for the researcher's goal is Collaborative Learning because, in this technique, the students are demanded to be brave to speak and express their ideas.

Collaborative learning is heavily rooted in Vygotsky's (1978:209) views that there exists an inherent social nature of learning which is shown through his theory of zone of proximal development. Collaborative learning itself is commonly

illustrated when group of students work together to search for understanding, meaning, or solutions of their learning. Collaborative Learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities (Vygotsky, 1978:209)

Based on the elaboration above, it can be stated that the principle of Collaborative Learning is focusing on the interaction and activity between student to student and student to teacher in teaching learning process. In applying this Collaborative Learning, teacher will divide students into some groups and give them the problem to be discussed in the group.

There are some examples of Collaborative Learning activities which can be used by the teacher. In this research, the researcher will only use 3 activities; they are Think-Pair-Share, Group Problem Solving, and Case Study. Since the main focus of Collaborative Learning is the interaction between students and teacher in the class, it can be assumed that by using Collaborative Learning the students' speaking skill will improve and there is a communicative process during teaching learning process. By using this technique, students must be able to express their ideas, opinions, or statements in front of their friends bravely.

## **1.2 Formulation of The Problems**

In reference to the background above, the problem is as follows:

“Is there any significant improvement of the students’ speaking skill after they are taught using Collaborative Learning?”

### **1.3 Objectives of The Research**

Based on the statement of the research problem above, the objective of the research is:

“To find out whether there is any significant improvement of the students’ speaking skill after they are taught using Collaborative Learning.”

### **1.4 Uses of The Research**

The uses of this research are:

1. Theoretically, the result of this research is useful for supporting the theory about the effectiveness of Collaborative Learning implementation to improve the students’ speaking skill.
2. Practically, the result of this research can be hopefully used as a consideration for English teachers to apply collaborative learning in teaching speaking in the classroom.

### **1.5 Scope of The Research**

This research focuses on the effectiveness of Collaborative Learning in improving students’ speaking skill and refers to the multilogue speaking test. Multilogue

speaking test refers to a speaker's discussion ability among multiple participants. The students will express their own ideas, opinions, or statements about the problem the teacher has given. Multilogue speaking test is also called discussion.

### **1.6 Definition of Terms**

In this research, there are several definition of terms which are used by the researcher, namely:

a) Speaking

Speaking is a two-way process between speaker and listener and involves productive and receptive skill of understanding. It means that the speaker and the listener try to communicate with each other and use the language to send the message to each others.

b) Collaborative learning

Collaborative Learning is a type of active learning that takes place in student teams. In this technique, the interaction and activity between student to student and student to teacher are really needed.

c) Think-Pair-Share

Think-pair-share is one of the class room activities that are usually used in Collaborative Learning which consists of some steps. They are thinking, pairing, and sharing. In Think-Pair-Share, students must think individually and discuss with their partners. The last step is they should share their result discussion to another group.

d) Group Problem Solving

There are many instructional strategies that involve students to work together in solving a problem, including inquiry based learning, authentic learning, and discovery learning. In Group Problem Solving, students will be given a problem and they should solve the problem by discussing with their partner.

e) Case Study

Case Study is a particular instance of something that is used or analyzed in order to solve a problem. In Collaborative Learning, the Case Study will do with group, which each member of the group should analyze the problem according to the text. After that, they should present their result analyses of their case and they exchange their analyses to another group to find out which group which has the best analysis.