CHAPTER I
INTRODUCTION

This chapter deals with some points of discussion such as research background, research problem, research objective, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

As a non-native English speaking country, the education system in Indonesia obligates the learners or students in every school to learn and even master English. There are four aspects in learning English. Those are listening, speaking, reading and writing. As we all know the function of a language is to communicate or to speak with the others. Therefore, one of the most important skills to have in learning English is speaking. Because, someone considers that your speaking ability shows how good your English is.

There are several matters in teaching speaking as a second language. Sometimes, students think that speaking is the most challenging thing to do yet the most important aspect. Based on the researcher’s experience, the researcher has often seen that some of her classmates have great insights but they are less active and engaged in the classroom activities.

According to Burns and Joyce (1997) as cited in Nunan (1999), the factors that make them reluctant speakers are cultural, linguistic and psychological feelings. The
most common factor that occurs is the cultural factor. Sometimes students believe that the key to be a good student is by only listening to teacher a lot and do best at written exercises.

Nowadays, the rule of teaching and learning has changed based on 2013 curriculum which states that learning process should be more student-centered. Therefore, it is a great opportunity for a teacher to enhance students’ active participations in the classroom. One of the most common activities that are used in a teaching and learning process is by having a discussion. It will be very useful for students because they will practice to speak more and share their thoughts or ideas to others. By having a discussion, it also can decrease the level of anxiety to speak, considering they work together as a group.

According to Kim Hoa Nio (1980), as cited in Kurniawati’s (2006) research paper,

“discussion is a process of integration of two or more individual to interact in verbal and face to face and the aim is to transfer information to solve the problem”.

Commonly, discussion is used in cooperative learning strategy.

Kurniawati (2006) conducted a research about the same topic as the researcher’s title which is the implementation of cooperative learning in teaching speaking. The study was conducted at University of Muhammadiyah Malang. The population were the ESP lecturers and the sample was one of the ESP lecturer that taught speaking class in second semester. The instrument used in the study was
observational method. The result showed that Cooperative Learning is effective to enhance students’ activeness in classroom activities. However, the lecturer had difficulties to implement and manage the classroom.

Based on those reasons, the researcher wants to conduct a study about the implementation of cooperative learning in teaching speaking in University of Muhammadiyah Malang. The research is limited on the fourth semester students in speaking class. In order to know the type of cooperative learning method that is used by lecturer and the kind of practices of cooperative learning that shows effective results in teaching speaking.

1.2 Research Problems

The research problems are stated as follows:

1. What are the cooperative learning types that are used by lecturers in teaching speaking at the fourth semester in University of Muhammadiyah Malang?

2. What practices of cooperative learning that show effective results in teaching speaking at the fourth semester in University of Muhammadiyah Malang?

1.3 Research Objectives

In general, this research aimed at knowing the implementation of cooperative learning in teaching speaking in. In particular, this research aimed at:

1. Knowing the types of cooperative learning method that are used in teaching speaking at the fourth semester in University of Muhammadiyah Malang.
2. Knowing the practices of cooperative learning that show effective results in teaching speaking at the fourth semester in University of Muhammadiyah Malang.

1.4 Scope and Limitation

This research is focused on the implementation of cooperative learning method in teaching speaking. This study is limited on the fourth semester students of University of Muhammadiyah Malang.

1.5 Research Significance

The research is expected to contribute a great significance to:

1. Teacher/Lecturer, this research paper is expected to give the lecturer references to teach speaking in the classroom. The teacher will be able to choose and pick the best method in teaching speaking for their students.

2. Students, this research paper is expected to give positive inputs for students to improve their speaking skills. Students are able to speak more active in the classroom activity.

3. Future researcher, this research is expected to give inspiration, reference or even completing this research for those who will conduct a research within the same topic.

1.6 Definition of Key Terms

The definition of key terms are stated as follows:
**Implementation** is the process of putting a decision or plan into effect: execution (oxforddictionary.com).

**Cooperative Learning** is instructional programs in which students work in small groups to help one another master academic content (Slavin:1994).

**Speaking** is a highly complex skill, involving the interaction of multiple psychological as well as physiological processes (Thornbury in Burns & Richards: 2012).