

## CHAPTER I

### INTRODUCTION

This chapter mainly discusses about the introduction. The introduction includes background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation, and operational definition.

#### 1.1 Background of the Study

Learning language has four part of skills, it consists of listening, speaking, reading, and writing. The researcher will choose speaking to be implemented in the research. Speaking is most important of four skills in a second language, especially in English as a second or foreign language (Sun & Yang, 2015). Therefore, speaking is the human act and process of sharing and delivering information, emotions, and ideas to other people in oral form. By mastering English speaking skill, people will be able to communicate with all people from foreign countries. However it related to the current situation and condition, there are some English students of STKIP PGRI Sidoarjo who have a low ability in speaking. In fact, many students find difficulties in speaking. Many students still have dificulties in communicating in English orally although they already learning for years. There are some problems that are faced by students in speaking activities such as

inhibition, nothing to say, low participation, and mother tongue use (Ur, 1999, p.121).

In teaching, the researcher focusses to teach speaking. Teaching English speaking is one of important parts in teaching language. Teaching speaking means to teach people to be able to interact with the others verbally in the right way. Based on Fauziati (2010) states that teachingspeaking skill is fundamental point to prepare students to able to speak or to is to direct the class activity for increasing students' speaking skill. Moreover, teaching of new language is considered successful if the learners are able to use the language. Thus, english lecturers must provide students enough time to practicing English speaking skill.

There are many kinds of text that can be taught in classroom, such as narrative text, procedure text, descriptive text, and report text. The research chooses the materials that is report text. Report text is in academic sylabusof English students. Report text is a piece of text which aims to describe something in a general way. A report text needs students to create format for sharing information and to explore factual information (Moss & Lapp, 2010, p.310). Thus, Report is a text that contains information that defines something in reality, from source like natural, man-made, and social phenomena in our environment. The researcher must describe the subject in correct information as it is researched.

The researcher would like to apply Buzz Group Strategy in teaching speaking report. According to Barkley (2012) that Buzz Group is

an effective strategy to gather information and ideas in a short time. The researcher will apply this strategy as an active and collaborative learning of students in teaching speaking report text. By dividing students into some small group, more students will have the opportunity to present their arguments. Furthermore, from the Buzz Group Strategy is useful to teach the students speaking report, communication skills, it makes possible to work together for their group. It does not make only one member to be active in the classroom, but all of members can be active and responsible with their group. Thus, it can be able to understand successful what is the topic that is discussed at the time. Students who have low ability in speaking can be helped to overcome their speaking problem by using this strategy.

By looking the reason above, the researcher will apply a strategy especially to teach speaking report by using Buzz Group Strategy. The researcher wants to proof the strategy does not make students saturated in learning speaking in the classroom. Thus, the researcher wants to give new fresh condition in the classromm with this strategy.

## **1.2 Statements of the Problem**

Based on the background of reasearch, the researcher identifies the implementation of Buzz Group Strategy to teach speaking report to English student of STKIP PGRI Sidoarjo. In conducting this research,

the researcher concerns on the statement of the problem. Thus the research questions can be formulated as follow:

1. How is the implementation of Buzz Group Strategy in teaching speaking report?
2. How is the students' response of teacher's application in teaching speaking report by using of Buzz Group Strategy?

### **1.3 Objectives of the Study**

In relation research statement mentioned above, the general objective of the study is using of Buzz Group Strategy in teaching speaking report. Specifically it aims:

1. To describe the implementation of Buzz Group Strategy teaching speaking report.
2. To describe the students' response of teacher's application in teaching speaking report by using of Buzz Group Strategy.

### **1.4 Assumption**

The assumption of this study is the teacher can use buzz group strategy in teaching speaking report.

### **1.5 Significances of the Study**

The findings of the present research study expect to have both student and teacher importance to the teaching and learning process in English. They are:

#### 1. The Reader

It can make reader understand the meaning of the report using Buzz Group Strategy easily . Thus, they will feel comfort in learning English.

#### 2. The Lecturer

It can be reference for the lecturer in teaching and learning process. Lecturer can use Buzz Group Strategy to teach report speaking. With the aim of creating an attractive and active atmosphere in the class.

#### 3. The Researcher

The researcher hopefully can take and give benefits of this research to students and readers , and it can to be better teacher using this result of the study.

#### 4. Futher Researcher

The result can be beneficial reference to conduct other research with similiar topic.

### **1.6 Scope and Limitation**

This discussion of speaking report is definitely too broad and complex in single coverage of the study so the variable be restricted.

The study is only limited on the strategy that uses Buzz Groupstrategy and first semester English education students at STKIP PGRI Sidoarjo.

## 1.7 Definition of Key Term

To provides a clear insight about what this study in concerned with some key terms are defined as follows:

### 1. Teaching Speaking

In teaching English for speaking skills, English teacher must be creative to design may communication activities in the classroom that encourages students to speak and to motivate the students to use language productively and actively (Richard, 2010).

### 2. Buzz Group Strategy

The concerning the teaching proceduresbuzz group have some steps, they are three step such as that is divided a team of four to six students that are formed quickly and directly, announced the discussion prompt and time limit, and to course related questions in order to get ideas that are generated with a feedback and discussed by whole group that means that Buzz Group can respond to more questions (Nuriati, 2015).

### 3. The Report Text

A report text requires students to study factual information and create a format for sharing information, it is explain to describe the way things are related history science, geography, natural resources, man-made and environment phenomena (Moss, 2010).