

CHAPTER 1

INTRODUCTION

A. The Background of the Problem

Nowadays, English becomes more important, especially in developing countries. It is used to develop many aspects of life, particularly science and technology, on many important books needed for development of science and technology are written in English. There are four primary activities associated with the language; they are speaking, reading, writing, and listening. Speaking is discussed in applied linguistics.¹ In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. Therefore, we can infer that speaking is the ability to use words or a language to express information in an ordinary voice.

Speaking is a means of communication and its purpose is to communicate one's mind to others.² It means that speaking involves interaction with one or more participants. Therefore, today's worlds require the goal of teaching speaking that can improve students' communicative skill because students can express themselves and learn how to use language. Speaking activities involve two or more people in using language for interactional or transactional process. This skill is required in order that learners not only know how to produce specific points of language but also understand the kinds of

¹ Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2008), p, 9

² Jeremmy Harmer, *the Practice of English Language Teaching*, (London: Longman, 1995), p, 271

context to produce language. It means that the average person produces ten of thousands of words a day, although some people like auctioneer or politician- may produce even more than that. So natural and integral speaking is how we once struggle to achieve this ability.

Speaking is a tool for someone about how he or she expresses mind, emotion, and influences or persuades other people to do or to take a certain action. When you speak, you know what you are thinking and how you feel about, and as you speak with other people to make judgements about your character and assumptions, you know what you are thinking and why: first from your appearance, and then from *how you speak* and from *what you say*.³ It means that as people come to know you better they also judge you by *what you do* – by your actions, which speak louder than words: they make clear whether or not what you said. Speaking is using words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to use words or language to express oneself in an ordinary voice.

The ability of interacting in English is one of the primary objectives of teaching English at Junior High school in accordance with KTSP (School based on Curriculum), in which the students are expected to be able to respond the meaning in transactional and interpersonal conversation either formal and informal context, accurately and fluently. In order to achieve the aim of teaching

³ Robert Barrass. *Speaking for Yourself*, (New York: Routledge, 2006), p, 3

English, English teaching at senior high school 4 Pekanbaru has been administered for twice a week that consists of two hours for each meeting.

Since the communication ability becomes the emphasis of curriculum, in the school, the students have to learn speaking. According to Dewi Kamar (English teacher at SMA 4) in speaking, the students have problem with comprehension, grammar, vocabulary, pronunciation, and fluency. Some of the students have many mistakes when the teacher asks them to speak English in learning. Students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency.⁴ However, the second year students' speaking ability has not been satisfied yet, it is proven with the result of preliminary research having been done by the researcher. Based on the observation, teaching English especially speaking has done by the teacher through practicing to speak of everyone in the groups. The students were given the topic of speaking. They were divided into some groups in which the number of students in each group presented the material or lesson based on the question given by the teacher.

However, based on the researcher's observation at senior high school Pekanbaru, students speaking ability was far from expectation. The students' problem in speaking can be clarified into some symptoms, they are:

1. Some of the students are not able to pronounce the word well
2. Some of the students have difficulties in expressing their ideas

⁴ Kamar, Dewi. (Pekanbaru: SMA 4, 2013)

3. Some of the students use grammar incorrectly when speaking English
4. Some of the students are shy to speak English in front of the class

The students still cannot speak English well. There are many factors that make the students have problems in speaking. The first, the students cannot speak accurately because they do not master grammar. Then, the students cannot speak fluently, because they are lazy to speak English every day. After that, the students cannot pronounce the English words well, because they seldom listen to the native speaker or they do not pay attention when their teacher speaks in front of the class. Another problem is the students use their own language in the classroom.

It is probably caused by the techniques, strategies, or methods employed by the English teacher, not appropriate with the students' condition. In other words, the techniques, strategies, or method used cannot lead the students to be able to speak English communicatively. However, a strategy that can be used to make students have more opportunity to practice their speaking is Group-to-Group Exchange Strategy. According to Melvin Silberman, Group-to-Group Exchange is a good strategy for stimulating discussion and making students active in the class by giving information, response and comments.⁵ It means that it is a good strategy for the students in learning process, especially in speaking that makes students speak and get active in the class discussion. Because the students must speak more and give the explanation to their friends.

⁵Melvin Silberman. *Active Learning*, (London: Temple University, 1996), p, 109

Finally, the researcher is interested in conducting the research entitled The Effect of Using Group-to-Group Exchange Strategy toward Speaking Ability of The Second Year Students at Senior High School 4 Pekanbaru.

B. The Definition of the Terms

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the terms in this research.

1. Group-to-Group Exchange Strategy

Group-to-group exchange strategy is one of the strategies that can be used in speaking interaction, allows students to get information from another group.⁶ In this study, this strategy is applied by the students when they work together in group and present their material to another group. Therefore, the students must speak well to make their friends understand about their explanation. In this research, group-to-group exchange is a strategy used by researcher to know its effect toward students' speaking ability at senior high school 4 Pekanbaru.

2. Speaking Ability

Speaking ability means the active use of language to express meanings so that other people can make sense of them.⁷ However, today's world requires the goal of teaching speaking ability that should improve students' communicative skills because students can express themselves

⁶ Ibid, p, 47

⁷ Ibid. p, 16

and learn how to use a language. In this research, speaking ability is the students' ability in speaking.

C. The Problem

1. The Identification of the Problems

Based on the problem which is explained above, we know that some of the students still have difficulties in speaking. To make this research clear, the researcher identifies the problems as follows:

- a. Some of the students are weak in speaking English
- b. Some of the students are lack of vocabulary
- c. Some of the students are not able to understand what the speaker says
- d. The teacher's previous strategy was not effective to improve students' speaking ability

2. The Limitation of the Problem

Based on the identification of the problem above, the researcher needs to limit the problems of the research in order to focus on the topic. Thus, in this research, the researcher only focuses on using Group-to-Group Exchange Strategy and Speaking Ability of the second year students at Senior High School 4 Pekanbaru.

3. The Formulation of the Problem

- a. Is the students' speaking ability taught by using group-to-group exchange strategy higher than taught without using group-to-

group exchange strategy of the second year at senior high school 4 Pekanbaru

- b. Is there any significant effect of using group-to-group exchange strategy toward students' speaking ability of the second year at senior high school 4 Pekanbaru?

D. The Objective and the Significance of the Research

1. The Objective of the Research

Based on the formulation of the problem above, the objectives of the study in this research are:

- a. To find out the students' speaking ability taught by using group-to-group exchange strategy higher than taught without using group-to-group exchange strategy of the second year at senior high school 4 Pekanbaru.
- b. To find out the significant effect of using the group-to-group exchange strategy toward students' speaking ability of the second year at senior high school 4 Pekanbaru.

2. Significance of the Research

- a. To contribute the students in order to be aware of speaking English.
- b. To give the information to the English teachers about the strategy in teaching speaking.
- c. To enlarge and develop the researcher insight and knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frame Work

1. Speaking Ability

Speaking is an instrument in expressing message to the listeners directly, whether the listeners understand or not when they are communicating their ideas. Talking about speaking as communication tool, people cannot separate it with that language. The objective of teaching spoken language is the development of the ability to interact successfully in the language and to involve comprehension as well as production.⁸ In other words, speaking can be formulated to give responses directly to persuade others to do something, to clarify unclear thing, and to express opinion, felling, etc.

a. The Concept of Speaking

Speaking skill is the process of building and sharing meaning by verbal and non-verbal symbol. Speaking is a language skill or as a mean of communication in which one can express his ideas or information to others in spoken form. It is a complex language skill, because someone needs to find ideas or information then it is arranged in a good order. Some definitions of speaking are stated by some experts.

⁸ Arthur Hughes. *Testing for Language Teacher*, (Cambridge: University Press, 2003), p. 101

Richard said that speaking is the activity to get something done, exploring ideas, working out some aspects of the world, or simply being together.⁹ It means that speaking is the important one in life, especially in daily activity. Then Lynne Cameron said that speaking is the active use of language to express meanings so that other people can make sense of them.¹⁰ Therefore, in speaking the people can express many languages that they can speak. Then they know what they talk about. Speaking is the setting to experience real communicative situations in which speakers learn to express their own views and attitudes and which they are taken seriously as people.¹¹ Then speaking is the process where the speaker needs to talk individually and also needs other people to listen and respond his speaking.¹² It means that everyone needs to talk something, but they cannot speak alone, they need other people who give comments and to listen them.

From definition above, it can be concluded that speaking is a tool to communicate naturally among society to express opinion and as a social behavior form. In other words, speaking is one of four

⁹ Jack C, Richard, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p, 19

¹⁰ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p, 40

¹¹ Friederike Klippluenel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, (Cambridge: Cambridge University Press, 1994), p, 5

¹² Gillian Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education Inc, 2003), p, 141

language skills that can express ideas or information in a good logical order.

b. The Components of Speaking

The language learners need to recognize the speaking skill that involves three knowledge:¹³

- a. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the correct words in the right order with the correct pronunciation.
- b. Function (transaction and interaction). The language learner should know when the clarity of message is essential (transaction/information exchange) and when the precise understanding is not required (interaction/ relationship building).
- c. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Furthermore, there are five components which are generally recognized in analyzing speaking. Those are such as:

1) Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the

¹³ Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Riau: UIN SUSKA Riau, 2007), p, 113

way of certain sounds is produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.¹⁴

It means that the pronunciations are important one to communicate with other, because some of the listeners do not know the meaning of what we talk about.

2) Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar.¹⁵

It means that without grammar our sentences are not complete yet, sometimes the listener is so difficult to understand our purposes.

3) Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary as the acquisition of an adequate vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned for comprehensible communication. It means that vocabulary mastery is one of the important components in communication.¹⁶

It means that vocabularies are the way to produce something, so the more we know the vocabularies, the more we can express what we think about.

¹⁴ Richards, Jack C, et al, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia: Longman, 1992), p, 8

¹⁵ Nunan, D, *Language Teaching Methodology*, (Cambridge: Cambridge University Press, 1991), p, 296

¹⁶ Ibid, p, 117

4) Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow them as some of this speech spill over beyond comprehensibility.¹⁷

It means that fluency is the important one in speaking that makes the listener understand more when they communicate with other.

5) Comprehension

In brief speaking requires that not only know how to produce specific point of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.¹⁸

It means that speaking is not only about how to speak well but the comprehension of speaker and listener is also considered.

Based on the explanation above, it can be concluded that the components of speaking skill consist of many aspect, such as pronunciation, grammar, vocabulary, fluency, and comprehension. In other words, if talking about the fluency is easy and effective communication is grammar that is about the errors, and vocabulary is about choice of words.

2. Teaching Speaking

Classroom speaking activities, there are:¹⁹

- 1) Acting from a script, we can ask our students to act out scenes from plays and their course too, sometime filming the result.

¹⁷ Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc, 2001), p, 255

¹⁸ Haris, D P, *Testing English as a Second Language*. (New York: McGraw Book Company, 1974), p, 81

¹⁹ Jeremy Harmer. *Ibid.* p, 271-272

2) Communication games, there are games which are designed to provoke communication between students, frequently depend on information, so that one student has to talk to a partner, in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between picture.

3. The Nature of Group-to-Group Exchange Strategy

Hartono said that the group-to-group exchange strategy make the students to listen, look, and give the questions about the lesson to discuss with other friends.²⁰ In other words, giving the assignments to students make them study together and teach as a teacher.

Okta Dewi Arini suggested, the implication of group-to-group exchange strategy in learning process is students are more creative to work together in group discussion.²¹ It means that students can change their ideas, opinions and knowledge. Then they can get good achievement.

Murni A, dkk in Siti Amanah said that group-to-group exchange strategy is an active learning that students ask questions about the lesson and discuss with another group.²² In other words, group-to-group exchange strategy makes students able to teach their friends. So they must speak well to make them understand.

²⁰ Hartono, *Strategy Pembelajaran*, (Pekanbaru: Zanafa, 2010), p. 10

²¹ Okta Dewi Arini, *Pengaruh Strategy Pembelajaran Aktif Group-to-Group Exchange Terhadap Hasil Belajar Matematika Kelas V SD*, (Singaraja: Universitas Ganesha, 2004), p. 8

²² Siti Amanah, *Pengaruh Strategi Pembelajaran Group-to-Group Exchange dengan Menggunakan Peta Konsep Terhadap Hasil Belajar Siswa Kelas XI MAN*, (Semarang: IKIP PGRI, 2013), P. 10

4. The Concept of Group-to-Group Exchange Strategy

Language learning strategies are broadly conceptualized as cognitive, metacognitive, and socioaffective strategies. Group-to-group exchange strategy in which students generally work together in face-to-face groups engaging in discussion and assisting one another in understanding isn't something new. There is making the students more creative to give the information to their friends. Therefore, the students must speak well when they give the explanation to others.

a. Definition of Group-to-Group Exchange Strategy

Group-to-group exchange strategy is different assignments given to different groups of students. Each group will be presented in front of the class about their lesson.²³ In other words, creating and adapting group work activities to develop students' speaking skill are part of the classroom management strategies. To use them, a teacher needs to adopt appropriate ways and to train learners to work effectively in groups. So the students can speak effectively and easily to understand what they say.

b. The Advantages of Group-to-Group Exchange Strategy

Group-to-group exchange makes students more creative and active in the class, because they can teach their friend by using their own word, so the students speak more to make their friend understand about the explanation. Then Group work used both in

²³ Melvin Silberman. Ibid. p, 109

and out of class, can be an important supplement to teacher or lecture, helping students master concepts and applying them to situations calling for complex applications of critical thinking skills.²⁴ If a group is functioning well, work is getting done and constructive group processes are creating a positive atmosphere. In good groups, the individuals may contribute differently at different times. They cooperate and human relationships are respected. This may happen automatically or individuals, at different times, can make it their job to maintain the atmosphere and human aspects of the group.²⁵ It means that it is a good way in social interaction.

c. Teaching Speaking by Using Group-to-Group Exchange Strategy

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²⁶ Speaking skill requires the appropriate activities done by the learners because the activities will effect on the learners' progress in studying speaking. Therefore, group-to-group exchange strategy gives the students opportunity to practice English well. The activities of teaching speaking by using group-to-group exchange strategy can be seen in the following statements:

²⁴ Barbara Gross Davis. *Speaking of Teaching*, (Winter: Stanford University Newsletter on Teaching (CTL) 1999), p, 1

²⁵ Ellen Sarkisan. *Working in Group*, (Cambridge: Derek Bok Center, 2010), p, 7

²⁶ H Douglas Brown. *Principles of Language Learning and Teaching*. (San Fransisco: Pearson Longman, 2007), p, 8

1. Select a topic that includes different ideas, events, positions, concepts, or approaches to design. The topic should be one that promotes an exchange of views or information.
2. Divide the class into groups corresponding to the number of assignments. In most cases, two to four groups are appropriate for this activity. Give each sufficient time to prepare how they could present the topic they have been assigned.
3. When the preparation phase is completed, ask groups to select a spokesperson. Invite each spokesperson to address the other groups.
4. After a brief presentation, encourage students to ask questions of the presenter or to offer their own views. Allow other members of the spokesperson's group to respond.
5. Continue the remaining presentations, so that each group has given its information and has responded to audience's question and comments. Compare and contrast the views and information that were exchanged.

B. The Relevant Research

Relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research.²⁷

1. The first was conducted by Rafiqo Abdina entitled "the application of active learning group-to-group exchange (GGE) strategy on students'

²⁷ Syafi'i, *From Paragraph to A Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: LBSI, 2011), p, 122

learning activity of the second year at SMPN 1 Salo.” In her research, the students were more active in learning process. Then the students could understand the material presented well.

2. The second research was conducted by Munawaroh entitled “using small group discussion in teaching speaking for the ninth grade students of MTs Maba’ul Cluwak Pati in the academic year 2010/2011”. In this research, the students worked in group and the students expressed their ideas and gave information to another person.
3. The third research was conducted by Arief Nur Mustaqin entitled “a comparison between individual’s work and group discussion to improve the students’ oral presentation (an experimental study in teaching speaking to grade XI students of SMA N Ungaran in the academic year students of 2009/2010”. In this research, the researcher focused on oral presentation to senior high school students.
4. The fourth research was conducted by Miftah Fariduddin entitled “the effect of team pair solo strategy on the speaking skill of the eleventh year students at MA Annur Sampang”. In her research the students discussed in group and presented about the topic from the teacher. Then students expressed the result of discussion and conclusion in front of the class.

C. The Operational Concept

To make the research clear and to avoid misunderstanding, it is useful to clarify the concept of this research. This research involves two

variables, the first variable is Group-to-Group Exchange Strategy which is symbolized as X and the second variable is Speaking Ability which is symbolized as Y.

1. Indicators of Group-to-Group Exchange Strategy are as follows:²⁸
 - a. The teacher selects a topic that includes different ideas, events, positions, concepts, or approaches to design. The topic should be one that promotes an exchange of views or information.
 - b. The teacher divides the class into groups corresponding to the number of assignments. In most cases, two to four groups are appropriate for this activity. Give each sufficient time to prepare how they could present the topic they have been assigned.
 - c. When the preparation phase is completed, ask groups to select a spokesperson. Invite each spokesperson to address the other groups.
 - d. After a brief presentation, the teacher encourages students to ask questions of the presenter or to offer their own views. Allow other members of the spokesperson's group to respond.
 - e. Continue the remaining presentations so that each group has given its information and has responded to audience question and comments. Compare and contrast the views and information that were exchange.

²⁸ Ibid, p, 109

2. Indicators of Speaking Ability, the indicators are as follows:²⁹
 - a. The students are able to express their ideas grammatically
 - b. The students are able to speak accurately and fluently
 - c. The students are able to express their ideas with having good vocabulary choice
 - d. The students are able to express their ideas with good pronunciation

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the group-to-group exchange strategy can help the students improve their ability in speaking. It helps students at Senior High School 4 Pekanbaru of second semester in improving their ability in speaking English.

2. Hypothesis

- a. Alternative Hypothesis 1 (Ha 1)

Students' speaking ability taught by using group-to-group exchange strategy is high

- b. Null Hypothesis 1 (Ho 1)

Students' speaking ability taught without using group-to-group exchange strategy is low

- c. Alternative Hypothesis 2 (Ha 2)

²⁹ Erna, *Syllabus of SMA N 4 Pekanbaru*. (Pekanbaru: Unpublished, 2014), p. 4

There is a significant effect of using group-to-group exchange strategy towards students speaking ability of the second year at senior high school 4 Pekanbaru

d. Null Hypothesis 2 (Ho 2)

There is no significant effect of using group-to-group exchange strategy towards speaking ability of the second year students at senior high school 4 Pekanbaru