

CHAPTER I

INTRODUCTION

A. Background of Study

Language plays an important role in human life, every human in the world communicates with language. Instead for expressing their thought, feeling and emotions. Language is a kind of knowledge, there are many languages in the world. Al-Quran as the holly book of Moslem appreciates the diversity among languages because the world consists of difference people with difference ethnics, nations and languages. It is written in Al-Quran Ar-Rum verse 22, as follow:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ
وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

In this development era, people are demanded to be able to speak in English because it has become very popular spoken language today due to its function as International language. English is a language which was used by most countries in the world for international trades, science, economy, diplomacy, tourism and others. Indonesia government has determined English as the first foreign language that should to be taught as one of the subject studied by the students from elementary level up to university.

Since English became the subject studied in our country it challenges the teacher to be somewhat creative to convey English material as well as they managed the classroom activity. This condition makes difficult either for the teacher or the students to understand and communicate each other because they have limited time to practice the language inside the classroom.

For some schools, English was used as a tool for delivering the lesson in the classrooms or daily communication. English is a foreign language which required a lot of practices in order to be able to speak a language, students should use it in everyday activities through a real practice.

Due to the need of English especially in improving speaking has increased over the year, many schools applied *bilingual language system* in teaching learning process. These schools became popular since the need of English in learning speaking increased. They use English to convey the material inside the classroom.

Through this latest system, people's assumption appears that students who study in school which applied *bilingual language* would be better in speaking English and it differs from students who study at school which did not apply *bilingual language*, they got difficulties in speaking English to others. While some people did not care about the method and techniques that used by the teacher in teaching learning process. However the expectation above has not been fulfilled yet, some students still did not engage and participate well during the lesson even if they taught at school which applied *bilingual language*.

There were internal and external factors which caused students did not engage well during the lesson especially in speaking activity. Students' internal factors can be students' motivation, interest, behavior, personality, and intelligence. Students' external factors can be teacher's ability, school environment, and includes teaching method and technique as well.

MA. An-Najah Islamic Boarding School is one of the schools which applied *bilingual language system* in teaching learning process. Teacher used English to convey the material yet they applied the traditional approach in teaching English, especially in improving speaking. Teacher explained the dialogue from the guideline book then students were asked to practice as the teacher did, if students did not understand about the content they may ask to the teacher. This condition caused the learning process look uninteresting because teacher's talk was much more than students. They seem have no opportunity to practice the language with their classmates, so that they felt bored and got nothing from the goal of study. In order to enhance students' speaking skill the teacher should give students more opportunity to practice the language in the classroom and build an effective interaction among teacher-students, students-teacher and students-students.

According to Brown (2007, p.269) "dialogues and conversations are the most obvious and most often used in speaking class. The teacher can select the activities from variety of tasks. As an oral skill speaking need much practice additionally teacher has to build communicative activities in the class. Moreover, Murcia (2001, p.144) states in her book that communicative

activities are the activities which oriented in performing such as: role play, conversation, discussion, and interview. Teacher can use cooperative learning as the method in teaching learning English.

Over the past years, the use of small group in teaching learning has greatly increased. Cooperative learning became especially popular in the early 1980 has matured and evolved. Cooperative learning differ from traditional teaching approaches because students work together rather than compete with each other individually, this group can be especially helpful to students in developing their social abilities. Cooperative learning bring positive results such as deeper understanding of content, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills.

Cooperative learning (CL) that can support in improving speaking skill with a group work is Student Team Achievement Division (STAD). This kind of cooperative learning suggested for beginner teachers who are just starting to apply cooperative learning in the classroom. The main idea behind STAD is to motivate students, to encourage and help each other in mastering the current skills which presented by the teacher. Students also expected to exchange their knowledge in group. Students can share their ideas or opinion in their groups without any doubt and feeling shy. Slavin (2005, p.136) stated five main concepts of Student Team Achievement Division (STAD), they are class presentation, teams, quizzes, individual improvement scores and team

recognition. Material in Student Team Achievement Division (STAD) could include audiovisual presentation. Each team divided into 4 or 5 students who represent a cross section of the class in terms of academic performance, sex and race ethnicity. In addition, Slavin (2005, p.9) adds that Student Team Achievement Division (STAD) operates on the principle that students work together to learn and are responsible for their teammates' learning as well as their own, and emphasizes having team goals that are dependent on the learning of all group members.

In this study, the writer decided to analyze the effectiveness of student team achievement division (STAD) on students' speaking skill. The writer conducted the research in XII IPS grade at MA. An-Najah Islamic Boarding School, where the teacher used English to convey the material in the classroom whereas she applied traditional approaches during teaching learning process. This research also helps students in XII IPS to prepare the higher education in the University, because the teaching learning process in University more emphasizes on teamwork which applied cooperative learning rather than individually.

The research of student team achievement division (STAD) had been analyzed by Azizah (2015), a student of English Department, State Islamic University Syarif Hidayatullah, Jakarta. The difference to my research was Azizah conducted the research at SMK Puspita Bangsa and the writer conducted the research at MA. An-Najah Islamic boarding school which was not a vocational school. SMK Puspita Bangsa is a vocational tourism major

which required the students to be able to do the roles of job profession in the field, such as: hotel, restaurant, and other places which related with tourism. Due to SMK Puspita Bangsa is a vocational school, Azizah limited the language only about English for tourism. Handling guest expression was one of the most expression in learning English for tourism due to the students would get training in hotel, restaurant, and other places which related to the job. In this research, STAD technique helped the students to practice the language focus for tourism in their group. Every student became somewhat creative in the role of dialogue, some of them became the guests, some other became the receptionists, other became cleaning services, etc. Working in a group helps students practice the language for tourism and prepare them to the real job profession. This research can be concluded: The mean score of experimental class (71) and control class (64) it means that STAD was effective towards students' speaking ability in eleventh grade of SMK Puspita Bangsa in academic year 2015/2016.

Other previous study was conducted by Kristina (2014), a student of English Department, Mahasaraswati Denpasar University. Kristina conducted the research at SMKN 1 Tampak Siring, it is a vocational tourism major also. In this research, Kristina limited the language only about English for tourism. The roles of STAD in vocational school was similar to the first previous study. The difference to my research was Kristina conducted the research used *Pre-Experimental*, this design required one class only. Due to *Pre-Experimental* required one class only, it makes the result of dependent variable can not be

the one that caused the independent variable. It happens because there was no control variable, whereas the writer conducted the research used *Quasi-Experimental* which required two classes, they were: Experimental and Control class. The result of the research which was conducted by Kristina can be concluded: The mean score from *Pre-Experimental* design was taken from pretest and posttest. The mean of pretest (67.45), and for the posttest (75.81) it means that students' achievement in speaking was improved significantly through STAD technique in eleventh grade of SMKN 1 Tampak Siring in academic year 2013/2014.

Comparing both studies, this research focusses on finding out the result of two variables, namely student team achievement division (STAD) as the independent variable (X Variable) and students' speaking skill as the dependent variable (Y Variable). From the description above, the title which conducted by the writer was: "The Effectiveness of Student Team Achievement Division (STAD) on Students' Speaking Skill".

B. Research Question

Based on the background study above, the problem of the research which conducted by the writer were formulated as follows:

1. How is students' speaking skill who taught by implementing Student Team Achievement Division (STAD)?
2. Is there significance result of students' speaking skill who taught by implementing Student Team Achievement Division (STAD)?

C. Objective of Study

Based on the problem formulation above the objective of the research were:

1. To identify the students' speaking skill who taught by implementing Student Team Achievement Division (STAD).
2. To analyze the significance result of students' speaking skill who taught by implementing Student Team Achievement Division (STAD).

D. Significance of Study

Techniques and methods in teaching learning English have been improved over the year. Nowadays, teaching learning from traditional technique has changed into cooperative learning method. In Indonesia itself, English as a foreign language has been taught in schools from elementary level up to university. Recent years, there were some schools which applied *bilingual language system* in teaching learning process yet teacher used traditional technique in her/his teaching. Thus cooperative learning should be apply in the teaching learning, there are various types of cooperative learning which can be apply by the teacher.

In this research, the writer chose Student Team Achievement Division (STAD) as the technique in teaching learning process. Student Team Achievement Division (STAD) is one of those types which can be apply by the teachers who are just starting to use cooperative learning. The role of STAD technique emphasizes on group working, students in the classroom were

divided into small group consists of 4 or 5 students. STAD technique helps the teacher to build students' communication atmosphere in the classroom and improve their speaking skill either in group or in pair. Teacher can select various activities during teaching learning in order to improve students' skill, such as: *role-play, conversation in pair, discussion, or others.*

This technique helps the students to lower their anxieties in speaking, because students work in a group so that they can share the knowledge, and solve the problem together with friends. STAD technique also helps students to practice the language and prepare them to the real life, they have more opportunities to practice the language with friends in their group rather than compete individually. The result of this research will encourage the teacher to give students the right technique in her/his teaching learning. Teacher can apply student team achievement division (STAD) and other various types of cooperative learning to improve students' skill.

E. Hypothesis of Study

The writer developed the research hypothesis as follows:

1. Hypothesis Alternative (H_a) : $\mu_1 \neq \mu_2$ There is significant result of students' speaking skill who taught by implementing Student Team Achievement Division (STAD).
2. Null Hypothesis (H_o) : $\mu_1 = \mu_2$ There is no significant result of students' speaking skill who taught by implementing Student Team Achievement Division (STAD).

F. Definition of Key Terms

To avoid misunderstanding this part provided explanation of the key terms that used by the writer in this research.

1. Cooperative Learning (CL)

In this research, cooperative learning (CL) refers to a teaching procedure employing small team so that learners work together to maximize their own and their peer's learning and receive rewards based on their team's performance. Cooperative learning that has been applied by the teacher in this research was Student Team Achievement Division (STAD). STAD is an appropriate technique for the teachers who are just starting to apply cooperative learning in teaching process.

2. Student Team Achievement Division (STAD)

Student Team Achievement Division (STAD) is a cooperative teaching method which was developed by Slavin. STAD technique emphasizes on group working, students in the classroom were divided into 4 or 5 members for each group. In this group, students can share the knowledge and solve the problem together. They have more opportunities to practice the language in various activities, such as: *role-play*, *conversation in pair*, or *others*. Due to speaking needs more practice in the classroom, STAD is an appropriate technique to help students improve their speaking by practicing the language with friends.

3. Traditional Approaches

Traditional approaches in this research refers to “grammar-translation-method”, this technique lacks of speaking and communication practice in the classroom. The teaching was deeply teacher-centered where the teachers serve as the source of knowledge while learners serve as passive receivers. This technique seems that students have no opportunities to practice the language with friends due to the teaching learning was very much under the control of the teacher.

4. Speaking Skill

Speaking is the way to give an information and to communicate with other people, it requires the learners not only know how to produce specific points of language such as grammar, pronunciation or vocabulary, but also that they understand when, why, and in what ways to produce the language. Speaking in this research refers to the twelfth grade students at MA. An- Najah Islamic Boarding School.