

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an essential tool for communicating, stating an argument or an opinion, and feeling by using language. It is similar with the statement of Tarigan (1985: 3; 1990: 15), speaking is a language that develops in the real live and it is done by listening first. Moreover, speaking is ability to pronounce articulation of sounds of words for expressing and share ideas. Furthermore, Ramelan (1992:13) supports that all human being whenever they live always speak a language although they do not have any writing system to record their language. In short, speaking is important for communication because the most activities and interaction are done through dialogue and conversation. Importantly, human cannot be called that they master a language if they cannot speak fluently by using the language it self (Nunan, 1991: 39).

Speaking is crucial because of two important things. Firstly, Verbal communication refers to the use of sounds and language to relay a massage. It serves as a tool for expressing desires, ideas, and concepts. It is vital for teaching and learning processes. Secondly, lingua franca is important as well. Lingua franca means a language systematically used to make communication possible between people not sharing a first language/ mother tongue, Weil (2011: 1).

Although speaking is very important as statements mentioned, the teaching and learning process in speaking classes in Indonesia is still far from using English communicatively particularly in Senior High School. Many English teachers give materials in the classroom using conventional technique, where the teacher gives material to the students then explain about the material. In which the students just make a note about the explanation without having enough opportunity to do discussion or other activities that can make them practice their speaking effectively. In conclusion, students are expected to be able to practice speaking well by delivering ideas and expressing their feeling and information with other directly and effectively.

After pre-observation done in 11th January, 2015 in one of State Senior High School in Purwokerto, it is found that the students' speaking ability was low. It was difficult for students to speak English and practice it in the conversation. In addition, they were shy and afraid of speaking English in front of their peers. These problems occurred due to lack or no variations of teaching technique and learning media. These cases strengthened by students result in the first semester examination, in which there were 30% of students got good score in speaking class, while the rest of them got bad score.

Having explained the problems described previously, Student Team-Achievement Division (STAD) is proposed to help teachers for teaching speaking. STAD is one of cooperative learning technique which was developed by Slavin (1978). There are five main steps a teacher should follow when STAD implemented, namely; Class presentations, the formation of

study groups (Teams), provision of test or quiz (Quizzes), Improved scoring individual (individual Improvement Scores, awards group), and Team Recognition. In STAD, students are assigned to four or five member learning teams. The teams are composed of high, average, and low performing students, and of boys and girls of different racial or ethnic backgrounds.

In line with explanation, Syahrullah (2010: 2) states that STAD is defined as an effective grouping technique because through STAD among students have a good interaction, improve positive attitude towards subject, better self-esteem, and increased interpersonal skill. STAD also add an extra source of learning within the groups because some high achievers act as a role of tutor, which result in high achievements (Syahrullah, 2010: 2)

The fact that STAD is effective for teaching and learning process is approved by several previous researches. Cahyani L.R (2013: 1) underlines STAD as one of cooperative leanings that effective in teaching speaking as STAD helps students get better achievement. In STAD technique, students can comprehend the material well because can learn all about the material in grouping activity before they do individual test. In this case, students have good comprehension the material about Describing People

Furthermore, Sholihah (2010: 1) reveals that the implementation of STAD can enhance the students' reading comprehension. She also states that STAD has positive effects on students in many ways that is classroom participation and their partnership (Warawudhi, 2011: 28). The student's interactions developed positively and increased. It also allows every student to participate in the class. They are enthusiastic to learn and find the answer. Furthermore, it increases joyfulness and relationship in the group. In addition,

the findings of Balfakih (2003) have indicated that in teaching 10th grade chemistry, students team achievements division (STAD) is a more effective teaching method than traditional –teaching method.

STAD has many advantages. The advantages of STAD (Slavin, 1995:17) are students can work together in group in achieving the goal of the lesson, active role as a peer tutor enhance the success of the group, interaction among students can increase their ability to argue, and this grouping technique can help and support students to have a good passion in sharing the idea actively.

Based on the explanation above, the writer is interested in conducting a Classroom Action Research entitled "Using STAD Technique in Developing Students Speaking Ability of grade XI students of MAN Purwokerto.

B. Reason for Choosing the Topic

Since the students' speaking skill is still poor due to lack or no variations of teaching technique and the classroom activity is still using conventional ways, i.e., the teacher only explains the learning materials while students sit and listen to his explanation. STAD will be examined as the technique to help students share their ideas in the speaking class.

C. Problem of Study

Based on the background of the study, the problem of this research is stated by a question: "Can STAD Technique develop students speaking ability of grade XI students of MAN Purwokerto regency?"

D. Aim of Study

The aim of this research is to find out whether the implementation of STAD Technique can develop students speaking ability of grade XI students of MAN Purwokerto regency or not.

E. Contribution of Study

STAD is selected as the technique of teaching in this research and it is expected to develop students' speaking ability. Furthermore, this research is expected to contribute some benefits to curriculum and pedagogy. The first benefit is for curriculum. In curriculum, STAD is taken in syllabus as the teaching technique and it is applied in the teaching and learning process will help the materials run and the target curriculum is achieved well. When the learning materials will be delivered well and the structurally by the using the teaching technique introduce previously. The Second benefit is for pedagogy, STAD helps to make teachers more active and have interesting classroom activity and atmosphere. It gives good effect for both the teacher and students in teaching and learning process. Through applying this technique, the students will able to speak up and practice their English while they enjoy grouping and doing their quizzes.

F. Clarification of Key Term

To understand the title, the writer states the clarification of terms used in this research as follows:

1. Speaking ability

Speaking is an ability to express articulation sounds or words to express state or deliver thoughts, ideas and feeling (Tarigan, 2008:16).

2. STAD (student Team- Achievement Division)

STAD is one of cooperative learning techniques which were developed by Slavin (1978).Slavin (1982: 74) emphasized that students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base score.

Therefore, Alkindi argue (2011: 18) the main idea of STAD is to motivate students to encourage and help each other in mastering skills presented by the teacher, if the students want their earn team reward, they must help their teammates to do their best, expressing norms that learning is important, valuable and fun.

Syahrullah (2010: 2)states that STAD is defined as an effective grouping technique because through STAD among students have a good interaction, improve positive attitude towards subject, better self-esteem, and increased interpersonal skill .In STAD, students are divided into several heterogeneous teams and help their members to get high score. Teacher gives the individual test in every meeting, it is called quiz. This quiz is to know the students' comprehension development in the lesson. Team scoring taken from the individual improvement points from all the students in the team. Improvement score is influence to the team score.