

CHAPTER I

INTRODUCTION

A. Background Of The Study

One of the language skills that has to be mastered by the student in learning foreign language like speaking. By using speaking skill the communication is not only in textual, Nunan (1998) defines speaking as an ability to carry out a conversation in the language.”¹ In verbal ability speaking can express our ideas and information directly. Thus without an ability to speak well we cannot tell others clearly what ideas we have in mind, what information we have, or even what is our opinions toward something..

Speaking skill can help students’ direct their communication by verbal linguistic, “speaking is an ability that is taken for granted, learned as it is through a process of socialization through communication”². When students’ at school, or home and other place they certainly communicate with their friends, teachers, parents and other people, so speaking skill is important in daily life of students.

speaking is one of the important skills in English to be learned because speaking ability will help students and make them easy in giving and delivering information with their partner. According to Paulette Dale and James C. Wolf Any speech is an informative speech

¹ David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, (Edinburgh: Longman Pearson Education, 1998), p. 39

² Glen Fulcher, *testing second language speaking; applied linguistics and language study (Routlage taylor and Francis Group:2014) London And New York.p.22*

if it presents information.³ Our speech would be informative if our partner can understand and get the information from us.

Even though Speaking is considered as an important skill that the students should acquire, the teaching of speaking in classroom does not show satisfactory result. Many students failed to learning outcomes. They cannot use the language orally to express meaning in conversation. It is not easy to improve the students' speaking ability since there are some factors that might cause the students' speaking problem, it could be caused by internal factors and external factors. The examples of internal factors are: the students' motivation, the students' interest, and the students' intelligence, while the examples of external factors are: economic background, learning materials and teachers' performance including their teaching methods.

Based on the researcher's preliminary observation at second grade of MTS Daarul Falah Kopo, speaking was taught by some methods, zig-zag, realia, question-answer, and also conventional method in which the students were given speaking materials and they did the task individually, then, teacher asked them to come in front of the class and the teacher gave the critic to the students when there was something wrong with their speaking. Based on the description above, students had been taught speaking maximally. However, what was expected by the teacher was not the same as the result. Ideally, the students of second grade of MTS Daarul Falah Kopo were able to comprehend the speaking material or test given by the teacher. In fact, there were some of the students who still faced some problems and

³ Paulette Dale and James C. Wolf, *Speech Communication: Third Edition*, (New York: Pearson Education, 2006), p. 61

difficulties in comprehending the speaking material or test, it shows that some of the students still could not reach The Passing Grade in English subject, and some of the students still had difficulties and problems in learning English, especially in speaking skill, such as : some student lack of confidence in speaking English, Some of the students were not able to deliver their ideas in English well, and some of the students were bored with conventional method in speaking learning.

Therefore, there is a solution to help students' speaking skill. It is called Student Team Achievement Division (STAD) method. STAD is type of method teaching in cooperative learning. In cooperative learning, students are divided into groups or teams which they carry out assigned work. Sharan stated in his book Student Team Achievement Division (STAD) is a generic method of organizing the class room rather than a comprehensive method of teaching any particular subject teacher used their own lesson and other materials⁴. In the STAD consist of 4 until 5 students which in each group have different ethnic, performance level, and etc. In this method student will work with their team or group and make sure that all members are understand about the material. The next, their comprehension or ability will exercise by individual quiz about the material. Students' scores will compare with their previous score which not use STAD as a technique in that subject.

STAD can be used as the effective way because students can learn English from their friends rather than asking the teacher because

⁴ Shlomo Sharan. Handbook of Cooperative Learning Method (Greenwood, 1994), p. 5.

they are shy or afraid to ask. In STAD, the group is heterogeneous means that the group consists of students with different performance in speaking. Because they work in group, student will help and motivate each other in the material by using STAD. Moreover, the teacher has explained that scores will be taken from their team cooperation and comprehension. Student will help their teammates to comprehend the material, they try to solve every problem and discuss it with their teammates.

Therefore, writer was interested to conduct that topic about speaking which combine with Student Team Achievement Division (STAD) method. The title is **"The Implementation Of The Student Team Achievement Division Method To Enhancing Speaking Skill On Second Grade Student Of MTS Daarul Falah Kopo"** with the quasi experimental research .

B. Identification of the Problem

Based on the Background, the researcher identifies the problems are as follows:

1. Some students at second grade of Madrasah Tsanawiyah Daarul Falah Serang lack of confidence in speaking English.
2. Some of the students at second grade of Madrasah Tsanawiyah Daarul Falah Serang were not able to deliver their ideas in English well.
3. Some students at second grade of Madrasah Tsanawiyah Daarul Falah Serang were bored with conventional method in speaking learning.

C. Limitation of the Problem

Based on the problem were related above, the problem of this research was limited on using Student Team Achievement Division (STAD) technique in students speaking skill.

D. Statement of the Problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

1. How is students' speaking skill at second grade of Madrasah Tsanawiyah Daarul Falah Kopo taught by using Student Team Achievement Division (STAD) method?
2. How is students' speaking skill at second grade of Madrasah Tsanawiyah Daarul Falah Kopo taught without using Student Team Achievement Division (STAD) method?
3. Is there any significant difference of students' speaking skill between those taught by using Student Team Achievement Division (STAD) method and without using it at second grade of Madrasah Tsanawiyah Daarul Falah Kopo?

E. Objective of the Research

Based on the statement problem above, the objective of this study are:

1. To observe the students' speaking skill at second grade of Madrasah Tsanawiyah Daarul Falah Kopo taught by using Student Team Achievement Division (STAD) method.
2. To observe out the students' speaking skill at second grade of Madrasah Tsanawiyah Daarul Falah Kopo without using Student Team Achievement Division (STAD) method.
3. To investigate whether or not any significant difference of students' speaking skill between students taught by using Student Team Achievement Division (STAD) method and without using Student Team Achievement Division (STAD) method at second grade of Madrasah Tsanawiyah Daarul Falah Kopo?

F. Significance of study

Hopefully, the significances of this research can be useful for the students itself, the teacher and also the next writer as follows:

1. For the student, The result of the study will hopefully contribute to the improvement of the speaking skill, especially in giving opinion.
2. For the English teacher, the writer hopes to be the one of some alternative in improving students' speaking skill by using Student Team Achievement Division (STAD) method.
3. For the other writer, The result of the study will hopefully contribute to the other researchers who are interested in the use

STAD (Student Team Achievement Division) in speaking skill in giving opinion

G. Hypothesis

In this research study, the writer assumes that the alternative hypothesis of research as follow:

(H_a): Student Team Achievement Division (STAD) method is effective to improve students' speaking skill at second grade of Madrasah Tsanawiyah Daarul Falah Kopo

(H_o): Student Team Achievement Division (STAD) method is not effective to improve students' speaking skill at second grade of Madrasah Tsanawiyah Daarul Falah Kopo

H. Previous Study

1. Zaenul Wafa from State Institute of Islamic Studies (STAIN) Salatiga university, entitles "The Use of Student Teams-Achievement Divisions Method (STAD) to Improve Listening Comprehension of the Second Grade Students of SMAN 2 Salatiga in the Academic Year 2012/2013." In his research he used STAD in improving students' listening comprehension. In fact, he can give a proved that STAD is an effective method to improve students' listening comprehension skill in teaching listening comprehension. In using STAD the students were not only enthusiastic about teaching and learning process but also happy to follow the procedure of STAD: teaching, teaming, quiz, individual score development and team recognition.

Nevertheless in this research the writer tries to use STAD in students' speaking skill.

2. Istirocha Murtanti Cahyani from FKIP UNISMA, entitled The Effectiveness of Student-Team Achievement Division (STAD) on Students' Reading Comprehension Ability. In her journal she mentions that reading comprehension using STAD can make students work together in achieving the material by upholding the norms of the group. It means, if their groups want to get point, each group should help the member to learn more about the lesson. But in quiz, the students should work individually. In this journal was intended in the using STAD of students' reading comprehension. In the other hand, in this study the writer intended in using STAD on students' speaking skill at second grade of Madrasah Tsanawiyah Daarul Falah Kopo.

I. Organization of the Writing

To make this research easy to understood, the writer divides this research into three chapters:

The first is introduction. In this chapter the researcher puts some points: background of the study, identification of the problem, statement of the problem, the objective of the study, limitation of the study and significance of the study.

The second is theoretical frameworks. This chapter consists of the theories from some experts about speaking, and STAD.

The third chapter is research methodology. This chapter consists of research method, population and sample, the site and time of study, the technique of data collecting and the technique of data analyzing.

The fourth chapter is finding and discussion, it covers description of data, analyzing the data, and t-test.

The fifth chapter is conclusion and suggestion, it covers, conclusion and suggestion.