

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the problem**

Speaking is a crucial part of language skills that should be developed in process of English language learning. It causes language is a medium to communicate for people. By speaking, students can get information and increase their knowledge through the interaction with other people orally. Students can also interact and deliver messages each other in their daily activity.

Speaking is very important to help the students to learn English, although some of students think that English is very difficult subject. By mastering speaking, the students can achieve purpose of speaking. It means, the students is hoped to be able to speak English in order to be able to communicate with the teacher, their friends, and the other.

In developing students' speaking skills, the teacher should be a guide to students in transferring the materials of the lesson in teaching speaking. The teacher as mediator that should invite students to speak English in the class. It is not only for some students, but it is all of students. Teacher should give opportunities to students to speak, give opinions, and develop their ideas. Through speaking, the teacher can convey the lesson and the students can expand their knowledge. The

students can convey what they do not understand about the lesson. That is why the speaking skill is really needed in teaching and learning English.

According to Richard (2008:19) the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

In speaking class, if the students do not have competence to speak in English, they will get difficulties to express their ideas in classroom activities and achieve the goal of teaching learning English. As stated by Brown and Yule (1983:25), learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with. Thus, it is hoped that students can speak English, produce good pronunciation, and choose appropriate vocabulary and grammatical. So the students are able to communicate with their classmates and teacher. In order to accomplish students' needs toward speaking, School- Based Curriculum (KTSP) provides speaking as one of skills in mastery English that must be taught and learned junior high school. SMPN 1 Koto Balingka is one of schools that also use School Based Curriculum (KTSP) as their guidance in teaching learning process. In this school, the basic competence stated in the syllabus of SMPN 1 Koto Balingka for first year should be able to

speak various kind of the texts and genres. English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 40 minutes for one lesson hour.

Based on content standard for grade VIII of Junior High School, we can see that there are several basic text that has been taught in this grade competence that students must achieve. Among many kind of genres, one is being taught in Class VIII of Junior High School level on first semester is Expression of Agreement and Disagreement.

Based on the fact that the writer sees on the field, it is found out that in teaching process. This problem happened in SMPN 1 Koto Balingka and then also the interview with one of the English teacher who teaches at Junior High School 1 Koto Balingka. Most of them get low score in daily examination. We still find most of the students still have low achievement in speaking. If we talk about students' speaking ability, students at Junior High School 1 Koto Balingka exactly at VIII class could be said low capacity and it was hope there an effort to increase their capacity.

These problems have proven by the value average of their speaking test at first semester. It can be seen from the scores of the table below:

**Students' Speaking Score At Grade VIII of Junior High School 1 Koto Balingka Academic Year 2017/2018**

**Table 1.1**

Total Student	Class	Mean score of speaking component					Total Score	Criteria Of Minimum Standar
		P	G	V	F	C		
28	VIII. A	2.46	9.93	11.12	4.31	1.34	38.16	
27	VIII. B	2.37	8.65	10.5	3.87	9.12	34.51	
31	VIII. C	2.56	9.37	10.87	5.18	9.78	37.76	
30	VIII. D	2.43	10.12	10.37	3.93	9.75	36.6	
Ideal		4	36	24	12	23	99	75

Scores								
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*Source : from English Teacher at Junior High School 1 Koto Balingka*

Based on the data above, the table showed that students' English score was still is still low and far from the minimal criterion completeness (KKM) in Speaking ability at class VIII of Junior High School 1 Koto Balingka. The minimal criterion completeness that must be gotten by each student is 75. In fact, the result was not satisfied yet. The result above was indicated that the students' have low capability in English. So, the teacher needs help in teaching speaking.

Based on writer's interview with the English teacher in Junior High School and researcher's experience while observing there. There is many problems that researcher finds in teaching speaking faced by students especially in using narrative text such as: It can be seen from following phenomenon.

*First*, the students in the class were still lack of capability to communicate in English. This problem happened because the students could not understand well about the subject or the topic that given by the teacher while teaching was running, and they could not understand what they should say some English words in practice.

*Second*, the problem was the students had lack of pronunciation. In pronunciation, students had trouble when they spoke in English;

*Third*, the students had lack of vocabulary. In the classroom, the students could not speak creatively because the words that were going to be used not enough or limited.

*Fourth* problem, the students had lack grammar. The students could not make the sentence in correct structure because they did not master grammar yet.

*Fifth*, the students were not able to speak fluently. In the classroom, the students could not speak English fluently. In the speaking performance, the students spoke snatches, slowly and sometimes just silent.

After researcher has done observation students English competency ,the researcher finds that the achievement of students in English is still not better. Based on the problem that found from student's problem in speaking, the researcher would like to help teacher to use a technique to improve the students' ability in speaking, it is necessary for language teacher to foster speaking skill on their students, it needs an appropriate technique to be used as a solution in teaching and learning process.

In this case researcher choose STAD technique which was considered as effective way in teaching and learning English. This technique is promoted by Robert E. Slavin. According to Slavin (2005:11) in STAD students are divided in team work consist of four or more members who have different skill and gender. It shows that students will work in pair or team then discuss the lesson material. They work each team member, estimate their strength and weaknesses. If students want to get their team recognition, they

should help their each team member in understanding the lesson. They also should support each other to do the best, shows the norm that learning is so important, evaluable, and enjoyable. Their interaction will make them motivated to speak more.

STAD technique is used to make more modified interaction, more negotiation for meaning than if the teaching begins with presentation of material. There is also interaction between students-students, students-teacher. Thus, the boarder context of communicating, meaning seeking, and information processing will occur. For that reason the researcher was interested in conducting a research entitled “ **The Effect of Student Team Achievement Division (STAD) Toward students’ Speaking Ability at Grade VIII Junior High School 1 Koto Balingka**”

## **B. Identification of the Problem**

Based on the background above, there were several problems were faced by the students in teaching speaking process:

First, the students in the class were still lack of capability to communicate in English. This problem happened because the students could not understand well about the subject or the topic that given by the teacher while teaching was running, and they could not understand what they should say some English words in practice.

Second, the problem was the students had lack of pronunciation. In pronunciation, students had trouble when they spoke in English;

Third, the students had lack of vocabulary. In the classroom, the students could not speak creatively because the words that were going to be used not enough or limited.

Fourth problem, the students had lack grammar. The students could not make the sentence in correct structure because they did not master grammar yet.

Fifth, the students were not able to speak fluently. In the classroom, the students could not speak English fluently. In the speaking performance, the students spoke snatches, slowly and sometimes just silent.

Actually, there were several techniques or strategies that can help the students to solve their problem in speaking. Several techniques could be applied in teaching, one of them the techniques was Student Team Achievement Division. According to Slavin (1995:71), Student Team Achievement Division (STAD) technique is a simple technique in cooperative learning models by grouping the students with different level, gender, and ethnicity. Student Team Achievement Division (STAD) technique is one of cooperative learning where students are working in group.

### **C. Limitation of the Problem**

In this research, the researcher focused on the process of teaching that is enjoyable and interesting using the STAD Technique. She choose the

STAD Technique to be applied in teaching at the language course to stimulate students to be more active in the class. Considering students' problems in learning English especially in speaking process that have been mentioned in background and identification of the problems above, the researcher needs to limit the problem on **“The Effect of Student Teams Achievement Division Toward Students' Speaking Ability at VIII Grade in Junior High School 1 Koto Balingka ”**.

#### **D. Formulation of the Problem**

Speaking is very important in learning a language. In speaking, students should be able to produce a language directly, even in a short sentence. It becomes a bridge for children in studying English. By using the STAD Technique in teaching, the teacher is simulating the natural way in which children learn their first language.

Related to the limitation above, the problem of the research could be formulated as follows, “Is there any significant difference on students' speaking skill between those who are taught by using Students Team Achievement Division (STAD) and those who are not in Junior High School 1 Koto Balingka?”



### **E. Purpose of the research**

The purposes of the research is to find out Students Team achievement Division technique gives significant effect on students' speaking skill at VIII grade of Junior High School 1 Koto Balingka?

### **F. Significances of The Research**

The writer hopes this research is expected to give advantages and solution to the teacher and students in teaching and learning English. Therefore, teacher can reduce the difficulties of teaching English and can encourage students to speak English in the classroom. While for students, the implementation of this strategy is expected to reduce their difficulties in learning English especially when they want to express their though and ideas by using spoken English.

### **G. Definition of Key Terms**

In this research, researcher used several terms. To avoid misunderstanding of the terms used in this research, the researcher defined them as follows:

1. Speaking skill is the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse or to express a sequence ideas fluently related to pronunciation, grammar, vocabulary, fluency and comprehension ( Brown: 2004).

2. Students Team Achievement Division (STAD) is developed by Robert E. Slavin. Slavin (1995:71) says Student Team Achievement Division (STAD) is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative approach.
3. Skill is an acquired ability to perform an activity well, usually one that is made up of a number of coordinated processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently.

