CHAPTER 1

BACKGROUND OF THE RESEARCH

This chapter will discuss some parts. They are background of the research, the problem of the research, the purpose of the research, the operational definition, the significant of the research, and the scope of the research.

1.1 Background of the research

English as a Foreign Language has been taught in Indonesia. English is compulsory subject in teaching and learning process for kindergarten, primarily, secondary, senior and university students. And there are four skills in English that student should be mastered, those are speaking skill, reading skill, listening skill, and writing skill. This research will concern on the students' speaking ability.

Speaking is important because it reflects to the student's knowledge about English. So that we can assume that speaking is the measurement of students' knowledge of English. "Speaking is the most important skill that we can acquire, also it is the measure of knowing a language" (Nazara, 2011:29).

Some of Indonesian students have problems with the four skills above. And each skill has different difficulties. This research concerns on the students' speaking ability, and Indonesian students, have difficulties to prove their speaking ability. Based on the result of Afisa's research (2015:11), she said that the students' difficulties when speaking English were vocabulary, Grammar and Pronunciation. So, based on the result of the research above, it reflects to the students' confident when speak English because they still have low competence in English speaking. They are shy to speak English, they are still afraid to speak up

in the class because they are afraid if they are wrong. They are afraid to speak English because they are still not comfort with their knowledge of English. In addition, according to Akhyak and Indramawan (2013:18), to acquire speaking competence students must have many aspects of speaking competence such as pronunciation, structure, vocabulary, content and fluency. So, based on the explanation above, students must master of those aspects. So that the researcher wants to improve the students' speaking ability. Yanti (2013) stated that:

> Most of the students still find some barriers in improving their ability in speaking such as; the students are afraid of being laughed at by his or her friends, they are afraid of having lack of confidence in their ability, and they have less vocabulary.

Some of the advantages of speaking competence are that we can know the world. We can share our experience and knowledge with another people with different country and we can easier get a job. "Having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world. So improving English speaking competence is very important for the Indonesian students where we know speaking is extremely need to gives the big contribution to students to perform their communication skill better" (Akhyak and Indramawan, 2013:18).

Harmer (1988:123) concludes that there are three main reasons for getting students to speak in the classroom.

> Firstly, speaking activities provide **rehearsal** opportunities – chances to practice real-life speaking in the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have opportunities to *activate* the various elements of language they have stored in their brains, the more automatic their use of these elements become.

In fact, speaking English is not easy for students. Based on the observation in class MMD 1of SMKN 5 Jember on March 24th, the finding of this research in class X Multimedia 1(MMD 1) were the English teacher was using question – answer technique for speaking class. The students able to speak English but they did not pay attention on the grammar, pronunciation and vocabulary. They sometimes spoke English with mixing it in Indonesia. And it was known that the Tenth grade students of SMKN 5 Jember in the academic year 2015-2016 had difficulties in speaking. The students are shy when they speak English, they are not confident when they speak English, they are afraid if they will make a mistake in speaking exactly making mistake in front of their friend (the tenses, the pronunciation of words and vocabulary). It was shown by the students when they practiced in front of the class.

Based on the explanation above, this method can improve students' speaking ability. Students Team Achievement Division (STAD) is one of method in cooperative learning, and the best model for beginning teacher which using this cooperative approach (Slavin: 2005: 143). STAD can facilitate the students to exchange their ideas and/or information in a useful manner (Slavin, 1994; Zhang, 2010). STAD can facilitate the students to speak in the class bravely because their friend in the same group will help them. Therefore, each student will have the same opportunity to speak in the class. Besides that, the proper application of STAD technique by the teacher possibly exert the quality of students' speaking ability. Therefore, based on (Slavin, 1994; Zhang, 2010) statement, it is found that STAD is effective to enhance the students' speaking skill. And, there are five main components in Students Team Achievement Division (STAD), (1) Class

Presentation, the teacher introducing the material of STAD with presentation in front of the class. The presentation must focus on explaining the STAD. The teacher explaine what is actually STAD itself, how the rule of the method, and what should the students do during the class. (2) Team, Each team consists of four or five student. It must be fair, it means the four or five students represent all parts in the class, the academic level (smart, average, under average), gender, race, and ethnic. (3) Quiz, after the teacher given the presentation for one or two weeks, after the team practice period. The students will have an individual quiz. (4) Individual Progress Score, it will give to each student the work purpose that they will get if they work hard and do their best. Each student can gives point contribution for their team. (5) Team Recognition, team will get a reward or certificate if their score accomplish the criteria (Slavin, 2005: 143-146).

Based on the reason above, it is important to conduct classroom action research in order to improve the tenth grade of Senior High students' speaking ability by using Students Team Achievement Division (STAD).

1.2 Problem of the Research

The question this research aimed to answer is:
How can Students Team-Achievement Division (STAD) improve tenth grade students' speaking ability at SMKN 5 Jember in the 2015-2016 Academic Year?

1.3 Objective of the Research

The present study seeks to find out how Students Team Achievement Division (STAD) method can improve the speaking ability of the tenth grade students of SMKN 5 Jember.

1.4 Operational Definition

1. Speaking

Speaking is interaction between speaker and listener that producing and receiving information. In this skill, students will work in group presentation, and each student member will have a different job to explain a narrative picture series story in front of the class. The components of speaking that will be scored in this research are fluency, pronunciation, vocabulary and grammar.

2. Students Team-Achievement Division (STAD)

Students Team Achievement Division is one of method in cooperative learning that consist of five components in implementing the method. In this method, the students will work in group, but each student has a different job. They can share each other or give suggestion to the other member of the group before their presentation in front of the class. To be more specific the target of speaking tested is narrative picture series story.

1.5 Significance of The Research

1. The researcher

As an experience in teaching speaking and hopefully will get many benefit of this research for the researcher teaching experience in the future.

2. The Students

The students can know their weakness in speaking ability, so that they can know which part of their weakness that has to improve.

3. The English Teacher

The teacher can know how far Students Team Achievement Division improve the students' speaking ability

4. The Other Researcher

As an input for other researcher to conduct further research to complete this research so that it can give benefit for all educators.

1.6 Scope of The Research

The scope of this study comprises with two variables, speaking and Students Team Achievement Division (STAD) method. This research uses narrative picture series as the material that facilitated the students' speaking skill. The research will be held at SMKN 5 Jember, and the subject chosen is the tenth grade students in the 2015-2016 Academic year.