

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Language has an important role in human activities to communicate with other people. The communication can be done through many languages, for example, in English. However, in this modern era, English is not only as a foreign language but also as the second one and it is very important since it is the language used internationally (Izzan, 2007:1). Therefore it is used in almost every aspect of life, such as in science, education, technology, and news.

Indonesian students study it from the kindergarten until the university. There are four basic skills to be learnt from this English, they are listening, reading, speaking, and writing. Among the four, speaking is very important to learn since it can accommodate an interaction process between a speaker and a listener. In this interaction, the activity done by speaker and listener is producing, receiving, and processing information.

To speak English is not easy because speaker should be able to master a lot of rules in speaking English such as, pronunciation, intonation, fluency, tone of voice, stress, vocabulary, grammatical structure, coherence, using of body language, and effectiveness of communication. After people master the English rules of speaking, they will be best speakers and can use this language in many opportunities, such as students who master this language will not be annoyed by other students or will not be humiliated when interviewed to get a job.

Furthermore, speaking is an active skill and the goal of teaching speaking skills is communicative efficiency. Sri Utari quoted by Soraya (1993:172) states there are two purposes of communicative competence; the first one is to deliver message to someone in the target language, and the second one is to deliver message to other people in an acceptable way. Therefore, the students are said to have communicative competence when they are able to produce English and the audiences understand their English.

Many students find difficulties to speak English. Based on the observation and interview when doing teaching practice in MAN Kisaran, there are two problems found. First, most of the students said that they have problems in speaking English. They have difficulties in using grammar, diction, and pronunciation. Second, some of students are afraid to be laughed if they speak English wrong in front of the class. That is why they do not want to embarrass themselves.

In addition, based on writer's experience when doing observation in SMK Swasta Harapan Danau Sijabut, most of the students were not interested in speaking. They were speechless, and did not give attention to the teaching and learning process. They did not know what to speak and how to speak up their mind. This situation happened because the teacher teaches the students monotonously. The teacher just asked the students to open the exercise book, read the task, and then do exercise although it is for speaking task. Indeed it will be better to do orally. Therefore, the English teaching and learning process was passive and not effective. Another problem that occurs during teaching and

learning process was the students do not show their cooperation besides students were lack of vocabulary. In turn they felt shy to talk in front of the class. They just kept silent because they do not want to show their weakness while speaking in English. This phenomenon made the students get low scores in learning speaking.

According to the syllabus of English subject for grade I vocational school especially for speaking skill, government states that students grade X must be able to express meaning orally in interpersonal and transactional type in formal and formal form and situation. It means that students must be able to express some utterances and expression used in their daily life communication, such as introducing themselves, introducing others, regretting, promising, apologizing, describing person or things and etc.

In fact, based on the document in SMK Swasta Harapan Danau Sijabut, the mean of students' speaking score is just 52,5 from 24 students. From the mean of speaking score, there are 4 students getting score more than 70 and 6 students getting score more than 60 but less than 70. It means only one fourth or 25 % of students who passed the speaking test.

To solve the problem between curriculum expectation and students' low speaking skill in communication, there are many ways that can be used to help students. One of them is strategy. Strategy in teaching used by teacher can help students to practice their English. Many strategies are used as the technique to involve students in teaching and learning process. One of them is cooperative learning. The appropriate teaching strategy like cooperative learning strategies helps the teacher to solve problems in the class because the cooperative strategies

employ student centered activities rather than teacher centered activities. It can guide and facilitate a better atmosphere of learning. The strategy may also attract the students' attention toward achievement of speaking skill and increase their motivation by actively involving in learning. In addition, the use of appropriate strategy in teaching speaking can solve the problems occurring in speaking class.

One strategy that can be applied in teaching speaking skill is cooperative learning strategy because besides cooperative learning is as an effective instructional method, it is also a successful way to enhance social and academic development among students. Most of students like to have interactions with their friends, like having small talks, gossiping, or for having a deeper discussion, so it will be good for them to learn English by using cooperative strategy. Through this learning strategy they can have some fun with their friends by having a discussion to improve their motivation and skills in speaking English. Hopefully they would feel comfort to speak English with their friends rather than with the teacher by this learning strategy and they will be more confident to speak English in the English class for further purposes. In this case the teacher's role is as a controller and facilitator for the students. This strategy is student centered strategy where the students are 'the owner' of the class. Through this strategy they will have more activities in the class in order to improve their achievement in speak English in the class. In this case, to improve the students' achievement of speaking skill and students' active involvement in learning process, this study chooses and uses Two Stay Two Stray (TS-TS) strategy.

Two Stay Two Stray (TS-TS) strategy is the teaching method adopted from One Stay Three Stray by Spencer Kagan. Structure of Two Stay Two Stray (TS-TS) strategy gives the groups opportunity to share result and information to other group. The five elements in cooperative learning can be applied. They are mutual positive dependency, personal responsibility, face to face, communication among the groups, and evaluation process of group. When the two members stray to another group, process of sharing information, which completes each other happens. Furthermore when teaching learning happens, face to face process among students and internal and outer communication among the groups are so good that every student still has personal responsibility.

Therefore the writer is interested to do the research dealing with Two Stay Two Stray (TS-TS) strategy as a solution of difficulty of speaking. The title of the research is “Improving students’ achievement in speaking through Two Stay Two Stray (TS-TS) strategy”

B. The Problem Of The Study

Related to the background, the problem in this research is formulated as the following:

“Is the students’ speaking achievement improved if they are taught by applying Two Stay Two Stray (TS-TS) strategy?”

C. The Scope Of The Study

This study focuses on improving students' achievement in SMK Swasta Harapan Danau Sijabut in speaking through Two Stay Two Stray (TS-TS) strategy. This research will be applied for students grade X-AP. The standard of competence is students communicate in English equal to Level Novice and the basic competence is students can communicate by using expression of greetings, thanking, introducing themselves and others, and describing person in daily life communication

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D. The Objective Of The Study

The objective of this study is to find out whether the application of Two Stay Two Stray (TS-TS) strategy improves the students' speaking achievement in expressing greetings, thanking, introducing themselves and others, and describing person in daily life communication.

E. The Significances Of The Study

The findings of this study are expected to be useful for:

1. The researcher: this research can improve the researcher's knowledge about the use of cooperative learning strategy in improving student's achievement in speaking and give a new experience of how to conduct an action research.
2. The teachers: This research can be a reference of learning strategy for the English teachers in teaching English and give an experience in teaching speaking by the using cooperative learning strategy and give kind of good input related to the teaching and learning strategy in the classroom.
3. The students: the research implementation can give a new experience of learning speaking English in order to improve their achievement in speaking English.
4. SMK Swasta Harapan Danau Sijabut: for the school, this study can be a starting point of the effort to improve the student's motivation in speaking English so that the achievement in learning English will be improved.