CHAPTER I
INTRODUCTION

A. Background of the Study

English is an important language in the world. Now, it is one of important subject in the school, so the student has to study it. But, not all students like to learn it. Because they thought English is difficult, uninteresting and unnecessary in their daily life.

In teaching English, there are four skills to be taught to master the aspect of lessons. They are writing, reading, listening, and speaking. Its skill has different meaning but has the same purpose, which is increasing the creativity of language. All the skills are taught by the teacher to the student. They are needed by the students as the good skill in improving their knowledge in English.

Clark and Clark (1997 : 223) says that speaking is fundamentally and instrument act. Speakers talk in order to have some effect in their listener (listener in the particular way, and select and utters sentences they believe will bring about just this effect). The Curriculum of Educational Stratified Level (Kurikulum Tingkat Satuan Pendidikan: KTSP) of high school should be able to actively communicate in English in the elementary level. Communication skill consisting of the students listening, speaking, reading, and writing skill is one of the life skills that must be mastered by the students (Depdiknas: 2006).

By speaking with others, people are able to know what kind of situation is in the world. People know that language is a habit. Language is not only taught and learns but it is used as a habit. So people must be able to speak English well because other people identify the English mastery with their ability in speaking English. So we can conclude that people who have ability in speaking will be better in receiving the information.

In accordance with Indonesian curriculum second grade levels SMP the Minimum Completeness Criteria (KKM) is 75. The standard competence in speaking students are expected to express meaning in transactional and interpersonal short conversations to interact with their surroundings as asked, give, refuse services, giving, polite rejection, admit, deny the facts, and ask for and give opinions. But in the fact many students who considers that this activity is very difficult without going to try it first.

Based on my teaching experience in SMP Negeri 1 Perbaungan, there are still many students who have not mastered the speaking aspect. In accordance with the data I get from the two English teachers who teach in grades 2 to agree with the opinion that I ask. I asked recapitulation value of the Grade 2 first and second semesters are not remedial.

Class VIII[3]

Semester	Score	Students	Percentage	Mean
1st Semester 2011/2012	< 70	31 Students	68.8 %	**51.7**
	≥ 70	14 Students	31.2 %	
2nd Semester 2011/2012	< 70	28 Students	62.2 %	**53.3**
	≥ 70	17 Students	37.7 %	

Class VIII[4]

Semester	Score	Students	Percentage	Mean
1st Semester 2011/2012	< 70	27 Students	72.2 %	**53.2**
	≥ 70	12 Students	27.8 %	
2nd Semester 2011/2012	< 70	29 Students	67.4 %	**56.6**
	≥ 70	14 Students	32.5 %	

Table 1.1 Students' Scores of Speaking Competence Tests in Two Semesters 2011-2012

In addition to the data that I got, I also interviewed the teacher asks difficulties and their methods of teaching English especially speaking. The result is that in fact teachers are still using the traditional method where teachers explaining all the material on the board, and all students will take a note. Then all the students will read loud together without any interaction between teacher and students. The response of the students is passive where they just follow what is instructed by the teacher. This all makes the student just relied on what teacher was taught and so the impact is when they found some of the questions that looks different so they could not answer that questions.

Considering the explanation above, English teacher have responsibility as they are demanded to have teaching method in order to solve the problem faced by students in learning English, like low vocabulary, feeling shy to speak English, being confident, being afraid in making mistake.

Teaching speaking in students of high school is intended to give basic competence in communication in English among the students, but usually the way in teaching seldom includes the student's participant in the teaching learning process, so the teaching learning process become boring and uninteresting and the students become passive.

The cooperative learning technique that has been extensively researched and assessed specifically on academic achievements, attitudes, social interactions and interpersonal relationships is the Student Teams Achievement Divisions (STAD) (Slavin 1983, 1990; Kagan 1994; Johnson and Johnson 1998; Johnson et al. 1999; Balfakih 2003; Bernaus and Gardner 2008; Tarim and Akdeniz 2008). STAD is one of the simplest and most extensively researched forms of all cooperative learning techniques and it could be an effective instrument to begin with for teachers who are new to the cooperative learning technique (Slavin 1990; Becker and Watts 1998).

Here we can see that the group shared heterogeneous where each group has a good student to help another theme that will provide a positive impact in terms of understanding the material, and their confidence that these students are also able to speak during the teaching process. It is expected to make the learners aware of the importance of the subject matter these days and they are keen for the next meeting.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as follows:

"Is students' Speaking Achievement taught by using STAD higher than those taught by using lecture method"

C. The Objective of the Study

In the relation to the problem of study, the objective of the study is to find out the effect of Student Teams-Achievement Divisions (STAD) Method on Students' Speaking Competence.

D. The Scope of the Study

There are many ways to create the teaching learning process that teacher can do to improve student's achievement especially in teaching english such as Contextual Teaching and Learning and Cooperative Learning. There are some kinds of Cooperative Learning one of them is STAD. This study will be focused on applying Student Teams-Achievement Divisions (STAD) Technique too see Students' Speaking Achievement. The materials is giving direction in variaty place, those are giving direction in new city, in the hospital and in the school.

E. The Significance of the Study

The results of study are expected to be useful for education practitioners, teachers, students, and researchers. The results of the study are:

a. For the teacher, Student Teams-Achievement Divisions (STAD) Technique is one of alternative technique to make student speak up when in learning process and maximize the students' competence in speaking performance.
b. For students, Student Teams-Achievement Divisions (STAD) is appropriate technique to motivate between students to improve their ability to speak as a friend who is more expert.
c. For other researcher, the result of this study can be used as a basic information in doing further Student Teams-Achievement Divisions (STAD) research to improve students' speaking competence.

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