

I. INTRODUCTION

This chapter explains the introduction of the research that will be used in this study deals with background of the problem, limitation of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

The present world is an ever-expanding arena of advancements in every field. With different countries moving closer for business transaction, trade, socio-cultural, science and technology goals, information flows to every country almost without any barrier, but one thing that gained utmost importance uniformly in all the countries over the world is English. Indirectly, it refers that the development in various aspects in this world has caused the demand of mastering English increases significantly. Nowadays, English is used by many people as a tool to communicate and interact in society around the world.

As a language which is used by more than a half of population in the world, English holds the key as international language. In this globalization era, English has become the first foreign language in Indonesia. As a sequence, the students from school age (elementary, junior and senior high school), teenage and adult are

expected to be able to communicate in English both in oral and written form. It is formally taught as school subject and also becomes one of the requirements in passing National Examination held by the government. Moreover, English competence is influential in career development, therefore students need to understand and use English to improve their confidence to face global competition. That is why English becomes a compulsory subject that must be taught from elementary up to university level (Depdikbud, 1994).

English has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1992:3). It is focused on four fundamental skills, they are: a) Listening skill refers to the ability to catch the message or meaning through audio or hearing, b) Speaking demands the ability to use the language in the oral form, c) Reading skill refers to the ability to understand or get the meaning of written or printed words and d) Writing skill refers to the ability of putting information or message in a piece of paper or in appropriate on a form. Besides those skills, they also concentrate to learn about three components of English namely vocabulary, pronunciation and grammar. To achieve the aim of learning English that is for communication, those aspects are not taught separately but integratively.

Speaking is a part of communication. Speaking is the second stage of language learning after listening. Scott in Johnson and Morrow (1981:70) clarifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions

at high speed. It is skill to convey information or express one's thoughts and feelings in spoken language. Rivers (1978:162) states through speaking someone can express his ideas, emotions, attentions, reactions to other person and situation and influence other person. So that, speaking has an important role in daily life, because by mastering it, people not only can carry out conversations with others, give the ideas and exchange the information with others but also maintain the social relationship.

Guideline of education unit level curriculum (KTSP) which is applied for all school levels in Indonesia leads to have real-life skills. Speaking belongs to one of important skills that have to be mastered by students in learning English. Many language learners regard speaking ability as the measure of knowing language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. Furthermore, speaking becomes one of the most complex skills in English, since there are many aspects involve it such as pronunciation, grammar, vocabulary, fluency and comprehensibility. Therefore, to acquire speaking well, we have to concern to those aspects related to speaking itself. Since speaking is a productive skill, it is believed that more practice will make the students' ability better than before. Thus, the students need to practice in expressing their ideas in speaking class and everyone has same opportunity to be voiced.

Meanwhile, viewing the language teaching based on school-based curriculum (KTSP) syllabus of senior high school, especially for the tenth grade students,

speaking is one of the language skills presented in teaching learning process of English. One of the speaking forms that should be mastered by them is procedure text. It is a text aims to describe how something is accomplished through a sequence of actions or steps (Gerot and Wignell, 1994:206). Therefore, the students are expected to be able to express their mind using English in certain form in daily life, especially to understand and tell a procedure text communicatively based on the social function, language use and generic structure of the text.

The goal of English Language Teaching (ELT) is to make the teaching learning process meaningful to achieve communicative functions. Additionally, the main goal of English teaching in senior high school is to enable the students to use the language in real communication according to their level, but in fact, it is contrary nowadays. Based on the interview with one of English teachers in SMA N 14 Bandar Lampung, most students in that school still got difficulties in speaking. Byrne (1977:10) also says that the senior high school students often have difficulties in speaking although they have studied English for three years in junior high school. It means that a longstanding language education, particularly English, does not guarantee students mastering it well. It was known that there were many students were not capable enough in speaking skill. There were many speaking problems faced by students in that school. They felt shy, nervous, afraid even under pressure when they were asked to express their opinion, idea, feeling and also answered teacher's question in English. It might happen because any reasons they faced, such as they were not interested with the subject, they felt

unconfident with their ability or they were unable to communicate in English at all. Exceedingly, speaking did not take a part in students' daily even final semester examination. Then, it appeared such a terrible view that most of the students were low in speaking English.

Regarding to the facts above, the researcher assumes there might be difficulties, obstacle or something wrong in their learning process. Actually, there are so many factors influence students' achievement in speaking skill. One of them is the way or technique that is used by teacher. Some of attractive techniques that can be used by teachers in speaking class to train their students' speaking ability both individually and cooperatively such as speech, telling story, chain story, game, role play, drama, song, etc. Alexander (1998) states that the teaching qualities, particularly the approach, method and techniques used in teaching process are important. Wilkins (1983:14) adds that teachers have to find out any technique that is relevant to the students' interest and then it will motivate them to pay more attention in teaching learning process. So that, it is the responsibilities of teacher to find the appropriate technique in teaching learning process in order to break the difficulties, keep communication and make a good interaction with students in the classroom.

In addition, there is still a continuing debate about the amount of time teachers should spend in talking in class. It is criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). The teacher often monopolize most of learning time to speak by themselves and explain about

the content of book or material for a quiz without giving many chances for their students to speak up. They have omitted the essential of English study that is for communication. Whereas, the vital part of teachers' job is getting students to speak, to use target language they are learning. Students are people who need practice, not teacher. In general term, a good teacher should maximize STT and minimize TTT. In short, in speaking class the learners should work as much as possible by themselves and talk to one another directly rather than the teacher with another word is learner-centered.

Furthermore, Brown (2001) asserts one of the basic problems in foreign language is to prepare learners to be able to use the language. How the preparation can be done successfully depends very much on how we as the teacher understand the aim of teaching. It means that a good technique in teaching speaking will encourage students to practice speaking. Based on those phenomenons, the researcher assumes one of the models that are suitable for teaching English especially speaking skill that is cooperative learning.

Cooperative learning is one strategy for group instruction which is under the learner-centered approach (Brown, 2001:47). Since it is a group working where the teacher is only as a facilitator, the researcher believes that this strategy is proper to be conducted in the speaking classroom. It means that the learners will have a huge role in teaching learning process. Moreover, group working is supposed able to break the students' difficulties because through cooperative working they can help each other, discuss and argue with one another in group,

asses each others' current knowledge and fill in gaps in each others' understanding. In addition, it is fun and most learners will absolutely agree that enjoyment leads to better learning. One of its well-known techniques is Student Team Achievement Divisions (STAD).

Student Team Achievement Divisions (STAD) is a group work which offers many opportunities for creative, flexible interchange of ideas and also meaningful participation. It is one of simplest and most extensively researched forms of all cooperative learning; and is a good technique to begin with for students who are new to the cooperative learning method (Slavin, 1995). This technique will help the students to participate in conversation freely and actively. In other words, by using Student Team Achievement Divisions (STAD) technique, the students are free to explore their speaking ability and creativity in communicating to each other. In this way, the students should be able to discuss about topic given by the teacher. They should use their logical thinking in giving and uniting the opinion which is actually different from their friends in the group. Then, they will exchange their information to other groups. By applying that task, it is believed that the existence of their friends in group will help them to feel comfortable while speaking.

Besides, the success of teaching and learning is not always established by the students' intelligence in mastering the subject of study and the skill of teacher in transferring the subject, but it is also established by the condition of the classroom which supports the teaching and learning process itself. It is because the students'

motivation to study is influenced by the condition of attractive classroom where they study. Hence, knowing the implementation of a technique in the class is important. Based on the reasons above, the writer is interested to conduct qualitative descriptive research. In addition, STAD technique never been conducted in this school. Therefore, the writer entitles her script “**The Implementation of Student Team Achievement Divisions (STAD) Technique in Speaking Class at the Tenth Grade Students of SMA Negeri 14 Bandar Lampung**”.

1.2 Limitation of the Research

In this case, the researcher limits the research just in portraying and reporting the implementation of Student Team Achievement Divisions (STAD) technique in her speaking class in understanding certain text and finding out the students’ opinions toward the implementation of STAD technique. Furthermore, the researcher also wants to find out the problems students have in speaking class through that technique.

1.3 Formulation of the Problems

Based on the background of the problem mentioned previously, the researcher formulates the research problem as follow:

1. How is Student Team Achievement Divisions (STAD) technique implemented in speaking class at the tenth grade students of SMA N 14 Bandar Lampung?

2. What are the students' opinions toward the implementation of Student Team Achievement Divisions (STAD) technique in speaking class at the tenth grade students of SMA N 14 Bandar Lampung?
3. What problems do students encounter in speaking class through Student Team Achievement Divisions (STAD) technique at the tenth grade of SMA N 14 Bandar Lampung?

1.4 Objectives of the Research

Concerning to the research problem above, the objectives of this research are:

1. to analyze the implementation of Student Team Achievement Divisions (STAD) technique in speaking class at the tenth grade students of SMA N 14 Bandar Lampung.
2. to find out the students' opinions toward the implementation of Student Team Achievement Divisions (STAD) technique in speaking class at the tenth grade students of SMA N 14 Bandar Lampung.
3. to find out the problems students encounter in speaking class through Student Team Achievement Divisions (STAD) technique at the tenth grade of SMA N 14 Bandar Lampung.

1.5 Uses of the Research

The researcher expects that this research result can be used as:

1. Theoretical Use

1. This finding will verify and enrich the previous theory of Student Team Achievement Divisions (STAD) technique.
2. To be one of references for the next researcher who will conduct the same field with different perspectives.

2. Practical Use

Hopefully, this research will be useful for everyone, especially English teacher, students and other researcher.

a. English teacher

This result of research can give knowledge and consideration to the general English teacher to apply Student Team Achievement Divisions (STAD) as one of techniques in teaching speaking. It also gives contribution to the global teaching learning English speaking.

b. Students

Through this research, the students will know the rules of Student Team Achievement Divisions (STAD) technique in speaking class. Besides, the implementation of this technique in this research will make the students get accustomed to use English in oral production, so it can be easily to train their speaking ability and also their active participation.

c. Other researcher

This research will contribute information and knowledge about the application of Student Team Achievement Divisions (STAD) technique in speaking class. The researcher hopes that her finding can

be used by others to open further analysis about Student Team Achievement Divisions (STAD) in other language skills or components.

1.6 Scope of the Research

This qualitative descriptive research was conducted at SMA N 14 Bandar Lampung at the tenth grade students at even semester in academic year 2012/2013. This research was focused on the implementation of STAD as a technique in speaking class. The researcher became a teacher who taught and also observed the “ongoing” process by analyzing how the implementation of STAD in that class. The subject of this research was an English teacher and one of classes which were chosen randomly at the tenth grade of that school. Here, the researcher taught oral procedure text to the students by using Student Team Achievement Divisions (STAD) technique for three times. The researcher took procedure text to be material in this research because based on English curriculum, the procedure text was taught at the tenth grade of senior high school and became one of texts which had to be mastered by students in communicating either oral or written form. The materials taught taken from students’ textbook and other sources which were suitable to English curriculum of senior high school. In addition, questionnaire and interview were done to find out the students’ opinions toward the implementation of Student Team Achievement Divisions (STAD) technique and students’ problems during that technique implemented in speaking class.

1.7 Definition of Terms

In order to avoid misinterpretation, the researcher provides some key terms used in this study as follows:

- **Speaking** is encoding process where people can communicate the ideas, thought and feeling orally (Harris, 1974:9).
- **Teaching Speaking** means teaching how to use language for communication, for delivering ideas, thought even feeling to other people in any situation.
- **Cooperative Learning** as a process of working in groups of two or five members in which “students work together to maximize their own and each other’s learning (Johnson and Johnson, 1992).
- **Student Team Achievement Divisions (STAD)** is a prevailing and simple technique in cooperative learning. It consists of five major components: class presentations, teams, quizzes, individual improvement scores and team recognition (Slavin, 1986 in Wang (2009:116)).
- **Procedure Text** is a text which tells us information of making or doing something and how things work through several steps directions (Derewianka, 1990:24).