

I. INTRODUCTION

1.1 Background of the Research

Learning English is a long process which needs time and a hard work to study. In order to have a good English proficiency is impossible to be covered instantly. They must face many problems and get a lot of practice. And of course they must be passionate. How to provoke them to be passionate is a serious challenge for every English Teacher. At least, the students have to learn two important parts of the language. They are language components (grammar, phonology, and vocabulary) and the language skills (listening, speaking, reading, and writing) which means that every student who wants to master English, they must learn these components and skills of the language because both parts have important function to others.

Even though, all of listening, speaking, reading, and writing skills are important in mastering English, the teacher should consider more stressing in speaking skills because speaking is the most effective means of communication, in which students express their language orally, and conversations often occur in oral form, and spontaneously. Speaking is important to share knowledge and express ideas through verbal skill. It is also a primary medium to send message to others. Being able to communicate verbally and effectively to other individuals or to groups is

essential in learning English. It is in accordance with students' aspiration come to English class which is cited by River (1976:161), stated that students come to study a foreign language in school with strong conviction that language is something spoken. Definitely, this kind of skill must be concerned seriously as the important one.

It is useless to master so much vocabularies and grammar if they do not able use them in communicating and interacting with others. Speaking is a process of communication between at least two people and speaking is a way to express someone's idea. However, today's world requires that the goal of teaching speaking should improve students' communicative skill, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

English is an official language to international communication. In our formal education, English is learned by students from Elementary School until Senior High School. English is a compulsory subject starting from elementary school. It means that a graduate student of senior high school had learnt English for 12 years, but it is still far from the objective stated in the curriculum. The objective of teaching speaking according to SMA Curriculum 2006 is the students are able to develop communicative competence in speaking to achieve information at literacy level. However, if we check to the output, the students' capability of speaking has not been satisfactory yet.

In accordance with improving speaking skill, teacher should have a good competence in presenting learning material. He or she should use good strategy of teaching to make it easier to be understood and to be observed by the students. But, in many cases the students often feel bored in learning language; they are uninterested to the material presented by the teacher; they are afraid to speak up and they are passive, so most of them are failed to master English. The teacher needs to use strategy to bring the students out of that condition so they can master English orally.

One of teaching strategy that has orientation with constructive approaches is cooperative learning by using STAD (Student Team Achievement Divisions). According to Johnson (1997) the use of cooperative learning especially STAD type has beneficial to motivate students in group so that they can help each other in mastering the materials that is given. Beside that the use of STAD also can growing awareness that learning is important, useful and fun, the students more responsible in learning process, and make students to have positive thinking in learning the material that is given.

1.2 Formulation of the Problem

In order to set the research in a clear objective and by referring to the description of the problems above, here, the writer formulates the problem as follows;

1. Is there any a significant difference of students' speaking ability score between before and after being taught through STAD technique at the first grade of SMK YADIK A NATAR?

2. In what aspect of speaking is STAD increase the students' speaking ability?

1.3 Objective of the Research

The objectives of conducting the research are;

1. To know whether there is any a significant difference of students' speaking ability score after being taught through STAD.
2. To know in what aspect of speaking is the highest increase of students' speaking ability score after being taught through STAD.

1.4 Use of the Research

The finding of this research will be used to give information to readers about the issue; the use of STAD technique in teaching and learning English, especially in teaching speaking skill. This research gives information to teachers especially English teachers about an idea in teaching technique. It is hoped, the information can be use both theoretically and practically and both by the English teachers and student of English Teachers Training to improve their ability in teaching and further their students achievement in learning English.

1.5 Scope of the Research

The researcher intends to find out whether there is a significant difference of students' speaking ability score from pretest to posttest after being taught through STAD technique. The evaluation of students' speaking ability concern on aspects of speaking namely fluency, accuracy (grammar and pronunciation) and

comprehensibility based on the rating scale by Harris (1978: 84). The learning and teaching process in this research is specified to the use of STAD, since in STAD technique the learners have many opportunities to improve their speaking ability. This research was conducted at the first grade of SMA YADIKANATAR, Lampung Selatan. There are six classes but only one class is taken as the sample. The Writer conducts this research in five meetings for three weeks.

1.6 Definition of the Terms

In order to avoid misinterpretation about the use of terms in this essay while discussing the issue, here are some definition of the terms;

- a. **Speaking** is an ability to converse or to express a sequence idea fluently (Lado; 1976). It is a two ways process between speaker and listener and involves productive and reactive skill of understanding.
- b. **Cooperative** learning is the instructional use of small group so that the students work together to maximize their own and each other's learning, the student are divided into small groups after receiving instruction from teacher, than, they work through the assignment until all group members understand and successfully complete it (Johnson & Johnson; 1989)
- c. **STAD** (Student Teams Achievement Division) is the teaching strategy in small heterogeneous group or terms based on the differences of the level academic, genders, race, religion, social background and ethnics (Slavin; 1984) it mean that the students are divided into small groups

that each students have individual and mutual responsibility to the learning activity.

- d. **Increase** means make something greater in amount, number, value, etc, or rise in the amount, number, or value of something. In this case is students' speaking ability.