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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of the most important language skills that should be mastered by the language learners, especially for English learners besides listening, reading and writing skills. Moreover it will describe that somebody masters a language. Related to the statement above, Nunan (1991:25) says, “The skill to function another language is generally characterized in term of being able to speak the language.”

Furthermore, speaking is one of the language skills in learning English. Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. In real life, many learners think if the people who get success in speaking surely they get success in learning English. Because they think that the first aim in learning English is successful in speaking. According to Long and Jack 1987 (in Wahyudi 2013:1-2) speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language.

Here, one of the most important skills to develop is the oral proficiency and oral proficiency testing has become one of the most central topics in language testing and with the advent of communicative language teaching in



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which the role of speaking skill has become more important. According to Burns and Joyce (1997:136) in Aghdam, Zahra, Ali (2012)), speaking is an interactive process of constructing meaning, which involves the receiving, processing, and producing information. It is a social activity because it is enacted for the purpose of communicating certain thoughts to the listener to make him understand. The speaker must hold the listener's attention easily. Thus, tests of speaking attempt to determine whether the examinees have the skill to communicate accurately and effectively in real life situations.

Dealing with some theoretical definitions above, According to Wahyudi (2013: 3) speaking is one of the productive skills, which is the skill to use language orally through sound to present information, produce idea, express meaning for interacting with another member of community which involves many components; including pronunciation, listening, fluency, vocabulary. And grammar skills both in verbal and non-verbal of a variety context.

In getting a good communication, there are some important elements that should be concerned such as grammar, vocabulary, pronunciation and the fluency. Grammar and vocabulary will help the learner, how to convey the information correctly. Besides, Pronunciation should be learnt by learner because it is very important in conveying the meaning of the speaker. If the pronunciation is wrong, the learner will get misunderstanding. Fluency is an art of speaking a language fluently. So fluency can be defined as the skill to



speak fast but appropriately and accurately. Thus, speaking skill should be taught more in some elements that relate with a communication.

Many learners regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Hasibuan and Ansyari (2007: 101) stated that they regard speaking skill as the measure of knowing language. These learners define fluency as the skill to converse with others, much more than skill to read, write, or comprehend oral language. Many learners regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

MA Pesantren Pesantren Teknologi Riau Pekanbaru is one of the educational institution using School Based Curriculum (SBC) in the process of teaching and learning English. English subject is one of the subjects taught based on SBC. Based on School-Based Curriculum (SBC), this school provides the English lesson twice a week. The teaching and learning process for one meeting is about 2 hours. The duration for one hour is about 40 minutes. So, English taught about 160 minutes in a week. Based on the curriculum which is used by the school, it is stated that the minimum criteria score of the students in English skill that consisted of speaking, writing, reading and listening skill is 75. The standard competence of learning English in Senior High School level is expressing meaning in short functional text and essay in the form of a narrative, spoof and hortatory exposition in the context of everyday life. In this thesis, researcher take Spoof Text as a teaching



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material. Spoof Text is one of genre of text. The researcher took Spoof Text are because the material taught in second semester when researcher starting did her research and spoof text is one of the fun text to learned, because it is about speaking, so researcher thought that Spoof Text is will be a more fun material. According to Gerot and Wignell (1994) Spoof Text is a text to retell and event with a humorous twist. It means Spoof Text is a text which tell factual story with unpredictable ending. In teaching speaking, students should be able to guide others into learning situation in order to enable them to master it, because speaking is the key of communication. Therefore, the teacher's position with his or her skill, readiness, and proficiency is also useful for the students.

Based on the researcher's preliminary observation when doing PPL Program in 2015, speaking was taught by some methods, zig-zag, realia, question-answer, and also conventional method in which the students were given speaking materials and they did the task individually, then, teacher asked them to come in front of the class and the teacher gave the critic to the students when there was something wrong with their speaking. Based on the description above, students had been taught speaking maximally. However, what was expected by the teacher was not the same as the result. Ideally, the students of Islamic Senior High School Pesantren Teknologi Riau Pekanbaru were able to comprehend the speaking material or test given by the teacher. In fact, there were some of the students who still faced some problems and difficulties in comprehending the speaking material or test, it shows that some

of the students still could not reach The Passing Grade in English subject, and some of the students still had difficulties and problems in learning English, especially in speaking skill.

It can be seen in the following phenomena:

1. Some of the students were not able to speak English in correct grammar.
2. Some of the students were not able to pronounce words in English accurately.
3. Some of the students were not able to deliver their ideas in English well.
4. Some of the students were not able to speak in English fluently.
5. Some of the students were not able to use appropriate vocabulary in English.

Grammar and vocabulary is how to convey the information correctly.

Pronunciation is how to convey the meaning of the speaker. Fluency is an art in speaking that how to speak fast but appropriately and accurately. When the researcher tried to come into them through her approach by asking them question one by one, and it seemed that students become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. For it, the way to make the students more comfortable in learning speaking English has with a group work or team work because they could share what the problems in speaking materials were, and asked their friend if they are shy to ask the teacher. Teaching speaking skill with Group



work or team work can be done by using one of the varieties in cooperative learning.

Therefore, there is a solution to help students' speaking skill. It is called Student Team Achievement Division (STAD) method. This method is devised by Robert Slavin and his associates from Johns Hopkins University in Baltimore Maryland. Students work in 4-5 member teams in which teams receive recognition or other awards based on the learning of all team members (Slavin, 1995, in press). As early as the late 1970s, research at Johns Hopkins University and elsewhere had established that cooperative learning increases student achievement if it incorporates two key elements: Group goals and individual accountability. That is, groups are rewarded based on the individual learning of all group members, not on a single group product (Slavin, in press; Webb & Palincsar, 1996). In groups organized in this way, it is in group members' interests to teach each other, assess each others' learning and ask for help from each other, and these are the behaviors that lead to learning gains (Webb & Palincsar, 1996). The use of Student Team Achievement Division (STAD) method includes enduring teams and an improvement point scoring system, which provides high motivation for students across the range of skill levels. According to Sharan that the mind idea behind STAD is to motivate students to encourage and help each other master skills presented by the teacher. If the students want their team to earn team rewards, they must help their teammates to learn the materials. In STAD method students are assigned to four or five member teams reflecting a heterogeneous grouping of



high, average, and low achieving students of diverse ethnic backgrounds and different genders. In this method students can share their problem or difficulties with their friends in group. So group work will limited their doubt, fearful, and feeling shy to speak and to express their opinion.

The group consist different background, included smart student. Therefore, each student will more confident to speak in group than to speak in front of the entire friend. In encouraging speaking skill of students, teacher need much time to teach the materials of speaking. Because for making speaking skill of students to be efficient, teacher needs to know how much the students can answer the questions and practice expressing something. On the other hand, using STAD is to improve speaking skill, teacher will be helped by smart students in every group to help and motivate their friends in learning the material of speaking. For it, process in learning speaking skill by using STAD will get the appreciation of students.

Therefore, corresponding to the facts, the researcher is really motivated in examining the students' speaking skill through STAD of the eleventh grade at Islamic Senior High School Pesantren Teknologi Riau Pekanbaru because the researcher wants to improve the students' speaking skill to be better and they are ready to face the world with their English. Surely, based on their future job that the researcher asked, speaking skill will be more needed by the students to practice in world they work in. Besides, the other reason of the researcher chooses to use STAD in improving speaking skill is the researcher



wants to make the students more active and innovative to share their knowledge and their problems that are implemented by using a group.

STAD is part of the cooperative learning methods which emphasizes students' mastery on the materials through group learning, and the group has responsibility for their members. Getting learners to speak in the class is difficult. It means that STAD has good concept to apply in speaking skill, also motivating students to encourage and help each other by using group presented by the teacher.

Based on the explanation and the problems above, the researcher was interested in conducting a research entitled: **“The effect of using Student Team Achievement Division (STAD) method on students' speaking skill at Islamic Senior High School Pesantren Teknologi Riau Pekanbaru”**.

B. Problem

1. Identification of the Problem

Based on the explanation above, the problems can be depicted as follows:

- a. Why were some of the students not able to speak English in correct grammar?
- b. Why were some of the students not able to pronounce words in English accurately?
- c. Why were some of the students not able to deliver their ideas in English well?
- d. Why were some of the students not able to speak in English fluently?



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- e. Why were some of the students not able to use appropriate vocabulary in English?

2. Limitation of the Problem

In line with identification of the problems stated above, thus, the researcher needs to limit the problems of this research. The researcher only focuses on students' speaking skill of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru by using Student Team Achievement Division (STAD) Method. It refers to Spoof Text.

3. Formulation of the Problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

- a. How is students' speaking skill of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru taught by using Student Team Achievement Division (STAD) method?
- b. How is students' speaking skill of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru taught without using Student Team Achievement Division (STAD) method?
- c. Is there any significant difference of students' speaking skill between those taught by using Student Team Achievement Division (STAD) method and without using it of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru?



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C. Objectives and Significance of the Research

1. Objectives of the Research

Specifically, this research intends:

- a. To find out the students' speaking skill of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru taught by using Student Team Achievement Division (STAD) method.
- b. To find out the students' students' speaking skill of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru taught without using Student Team Achievement Division (STAD) method.
- c. To find out whether or not any significant difference of students' speaking skill between students taught by using Student Team Achievement Division (STAD) method and without using Student Team Achievement Division (STAD) method of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru?

2. Significance of the Research

Besides the specific objectives above, this research is also directed to the significance of the research:

- a. To fulfill one the requirements for the undergraduate degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif kasim Riau.
- b. Hopefully, this research is able to benefit the researcher as novice researcher especially in learning how to conduct a research.

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- c. This research is also hoped to be useful and valuable, especially for students and teachers of English at Islamic senior high school Pesantren Teknologi Riau Pekanbaru to be consideration for their future teaching and learning English process.
- d. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language.
- e. Finally these research findings are also expected to be practical and theoretical information to the development of theories on language teaching (TEFL and TESOL).

D. The Reasons of Choosing the Tittle

There are some reasons why the researcher is interested in conducting this research. They are:

1. The tittle of this research is relevant with the researcher's status as a student of English Education.
2. The problems of this research are not yet investigated by other previous researchers in that school.
3. The location of the research facilitates the researcher in conducting the research.



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E. Definition of the Terms

There are so many terms involved in this research. Thus, to avoid misunderstanding on the terms used, the following terms are necessary defined as follows:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richards and Schmidt, 2002:175). It means that, Effect is the result caused of something changing. So, in this research the researcher wants to find out the effect of using Student Team Achievement Division (STAD) method on students' speaking skill of the eleventh grade at Islamic senior high school Pesantren Teknologi Riau Pekanbaru.

2. Student Team Achievement Division (STAD) Method

Student Team Achievement Division (STAD) is a simple method in cooperative learning (Wang, 2009:116). In STAD, students are assigned into teams of 4-6 members who tutor each other on the material. Students may collaborate, share, help, and involve each other in comprehending the test or discussion through STAD method. STAD method is also used to improve students' speaking skill in cooperative learning which emphasizes on students' mastery on the material through group learning, and the group has responsibility for their members.

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3. Speaking Skill

According to Thornbury (2005:208) speaking skill is a proficiency of using the language orally. Then, Cambron (2001:40) states that speaking is the active use of language to use express meaning, so that other people can make sense of them. The speaking skill in this research means that the skill of students to express ideas, feeling, opinion and the others orally. In this research, it refers to the students' speaking skill of eleventh grade Pesantren Teknologi Riau Pekanbaru.

4. Spoof Text

According to Gerot and Wignell (1994) Spoof Text is a text to retell and event with a humorous twist. It means Spoof Text is a text which tell factual story with unpredictable ending. There are three part of generic structure of Spoof Text. They are Orientation, Event, and Twist