

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objectives of the study, the significance of the study, the scope and limitation of the study, theoretical framework, hypothesis, key terms, and organization of the thesis.

1.1 Background of the Study

Learning English consists of the mastery of four skills (listening, speaking, reading, and writing) and language components (grammar, vocabulary, pronunciation). Grammar is one of the important components that the learners have to learn because grammar can support the learners to use the language well. When grammar is used correctly, it will make the sentences meaningful. Unfortunately, most students argue that grammar is hard and uninteresting to learn. They also lack motivation in studying English grammar so it makes them lazy. However, they cannot run away from grammar because grammar is the rules in a language. Without rules, we would not be able to communicate with other people well. That is why, the writer intends to conduct a study to find out which teaching technique is suitable for the students to learn grammar.

From the writer's experience when she was a student in the elementary school until the Senior High School, the classroom interaction in teaching grammar was usually teacher-centered where the teacher only presented the grammar lesson in front of the class and then gave each student a worksheet about the grammar items that had been taught.

Sometimes the teacher also ignores the students' initiatives in giving opinions and communicating with others. In fact, in this way, only 20-25 % students listen the teacher's explanation (Cohen (1994) as cited in Liang, 2002). The students also play passive roles and only wait for the teacher to impart the knowledge. Effective learning depends on the learners' constructing their own knowledge, not on knowledge absorption.

To solve this problem, the teacher should change the traditional mode which stresses on teaching language knowledge but pays little attention to communicate activities. Then, they have to strengthen the interaction between students and teacher in the class. One of the approaches that can be used is "Group work technique". It means the teacher divides the students into groups so that they do not only pay attention and listen to the teacher's explanation, but they can also discuss the problems in their group. In this way, the interaction between student-student and student-teacher will happen. However, the students may feel bored because Group work technique just simply puts students to sit and work in groups without further assistance or careful structure to build a strong cooperation in group. There is no big motivation and challenge to learn grammar more.

Therefore, the writer suggested an approach that has been designed and incorporated in reducing students' boredom and improving the students' grammar achievement. This approach is called Cooperative Learning. Jacobs, Lee, Ball (1997) say Cooperative Learning approach is a group-centered and student-centered approach to classroom teaching and learning. Thus in this case, we can say that Cooperative Learning approach can make the students more active because it is more student-centered rather than teacher-centered.

Although students play an important role in Cooperative Learning approach, it does not mean that the teacher in the classroom does not participate. In the learning process, the teacher has roles as a designer and facilitator to provide resources and guidance in the learning process. The teacher also provides students with on-going feedback and assessment of the group's progress. Cooperative Learning approach has some techniques that can help students to study grammar like Students-Teams Achievement Divisions (STAD), Think-Pair-Share, Teams-Games-Tournament (TGT), etc. However, the focus in this study is using STAD technique.

STAD technique is the most interesting and challenging technique to apply in teaching learning process mainly in teaching English grammar. STAD technique can help students in learning especially grammar because in STAD technique, they can discuss the problem in groups. It can also help students to comprehend the material given. At the same time, everyone in the group has a chance to share their ideas so that they can develop their self-confidence. In conclusion, in STAD technique, they work together as a group to achieve a common goal, exchange information, reinforce each other, give feedback, and be responsible for their answer to their group. Therefore in this study, the writer compared the effectiveness of STAD technique and Group work technique for students in learning grammar. Actually, both the techniques have the same main activities and aim that is "Working together". However, they have different elements. Slavin (1987) as cited in Jacobs, Lee, Ball, (1997) says STAD technique serves as a strong enticement to enhance the students' motivation and make them try to get higher achievement. The writer became interested to imply STAD technique in improving students' grammar achievement after she knew about STAD

technique as one of Cooperative Learning approach and read the theories about STAD technique from several books.

1.2 Statement of the Problem

Based on the background of the study, two questions are asked in the study:

1. Is there any significant difference on the students' grammar achievement between the students taught using STAD technique and those taught using Group work technique?
2. Do the students taught using STAD technique achieve significantly better grammar achievement than those taught using Group work technique?

1.3 Objectives of the Study

Based on the research problems, the objective of the study is to find out whether:

1. The students' grammar achievement is significantly different between the students taught using STAD technique and those taught using Group work technique.
2. The students taught using STAD technique have significantly better grammar achievement than those taught using Group work technique.

1.4 Hypotheses

There are two hypotheses in this research. They are:

1. Null hypothesis (H_0): There is no significant difference on the students' grammar achievement between those taught using STAD technique and those taught using Group work technique.
2. Alternative hypothesis (H_a): There is a significant difference on the students' grammar achievement between those taught using STAD technique and those taught using Group work technique.

1.5 Significance of the Study

The writer hopes that this study has some significance:

1. For teachers

It will convince teachers of English whether STAD technique is effective to teach grammar. It will also help them to develop grammar scoring system by applying STAD technique in teaching grammar. It is also hoped that it can help English teachers to make the teaching of grammar interesting so that the students do not get bored.

2. For students

The use of STAD technique will make students more enthusiastic in learning grammar not only by listening to the teacher's explanation but also by discussing the grammatical problems with their team. Besides improving students' motivation in learning grammar, this technique can also develop students' social interaction.

3. The finding of the study can also be used as a reference, especially for educational society.

1.6 Scope and Limitation of the Study

Cooperative Learning approach has many techniques that can be used to teach language skills (listening, speaking, reading, and writing) and language components (vocabulary, grammar, pronunciation). However, this study focuses on the teaching of grammar using one of Cooperative Learning approach – Student Team Achievement Division (STAD) technique.

The subjects involved in this study are limited to the second grade of Junior High School in one of the schools in Surabaya. The grammar item which is taught is “Simple Past Tense”. The choice of that tense is based on the consideration that it is stated in the eighth grade students’ syllabus. Quasi-experimental is used to find out the differences between the posttest and pretest mean score of the experimental group compared with the posttest and pretest mean scores of the control group.

1.7 Definitions of Key terms

In the study, the writer used some key terms. The key terms used in this study are defined below to avoid misunderstanding:

- **Cooperative Learning approach:** Small heterogeneously mixed working groups of learners who work together and are responsible for teammates’ learning as well as their own to achieve a common academic goal or task (Slavin (1987) as quoted by Jacobs, Lee, Ball, 1997)

- **STAD technique:** Student Team-Achievement Division (STAD) is one of the cooperative learning techniques in order to make students work together and check that all group members can explain what their group has done. In STAD technique, students study with 4-5 team members following a teacher presentation (Slavin, 1990).
- **Group work technique:** A group as ‘two or more individuals who are connected to one another by social relationships (Forsyth, 2006)
- **Grammar:** Dykes (2007) states that grammar deals with the abstract system of rules in terms of which a person’s mastery of his native language can be explained.
- **Simple Past Tense:** A verb tense (the second principal part of a verb) indicating activities or situations that began and ended in the past (Azar, 1992).

1.8 Theoretical framework

The theory underlying this study is related to grammar teaching using STAD technique.

There are many techniques in teaching grammar, but this study only focuses in teaching grammar using STAD technique which is one of the Cooperative Learning approach. STAD technique was developed by Robert Slavin. According to Slavin (1987) as quoted by Jacobs, Lee, Ball (1997) STAD technique represents the good relationship between behavioral and humanistic approaches to classroom motivation. Slavin sees that STAD is a technique that can deliver intrinsic and extrinsic motivation

by giving award to the groups who reach the goal successfully. In addition, the groups receive the recognition based on their scores on the quiz and their average on past quizzes.

1.9 Organization of the Thesis

The thesis consists of five chapters. The first chapter presents the introduction of study which consists of the background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, theoretical framework, hypothesis, and definition of key terms. The second chapter presents review of related literature which supports the study. Chapter three presents research design, population and sample, research instrument, data collection procedure, and data analysis technique. Chapter four presents and discusses the findings of the study. The last chapter presents conclusion and suggestions.