

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Communication is an essential need for human being. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can not be separated. Language can be applied in many aspects, such as: education, society, politics, economics and culture.

One of the ways in communication is through speaking. It is very important to master speaking well. To master speaking ability, students must be trained to use English in communication orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

The use of English for speaking is not simple. It is because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the students' speaking competence, give attention to the elements of speaking and make the English lesson more exiting.

There are many Junior High Schools which still use traditional methods in teaching speaking. The teachers just give the material and explain it, give examples and give exercises. This method is not effective, because the students are bored and need much time to be able to master English speaking especially in communication or conversation. So, the researcher will use the other methods that can improve the students' ability in English speaking skill. One of the methods is Team Assisted Individualization (TAI), which is focused on group working that is able to build the students' bravery and communication ability with other people or friends. Because by using this method, the students can share their opinion appropriate with their condition in certain topic with English Language. Besides that, this method is also focused on peer tutoring so the students can express their idea and ability and are not shy to ask question if other group gives their opinion about their condition. This method can give motivation to the students to study and increase teaching learning process.

Teaching speaking is not an easy job. There are many problems in teaching speaking in SMP N 2 Grogol. First, it relates to the condition of the students who have limited of vocabulary that will make them unable to say words during speaking class. Second, most of students are not confident to use English in speaking class. Sometimes the students feel not confident to speak. Third, the students often speak their Javanese language. The students are not brave enough to suggest question. They feel clumsy, afraid that their question will be laughed, they are not accustomed to ask, and have no idea

what will be asked. Teachers also had not used variation of learning methods to overcome these problems. The existing learning practice is centered on teachers and what is taught tends to be procedural sensitivity without raising efforts to encourage students to be more active in learning activities, especially to ask.

Knowing the situation above, the writer tries Team Assisted Individualization (TAI) in teaching speaking. Team Assisted Individualization (TAI) technique is one of the types of cooperative learning. It reduces racial conflict among school children to improve students' motivation and argument. Beside that, this method can build the students' ability communicate and share their argument because if they feel shy or not confident to share their argument they can not share and give their argument to the other groups. This method focuses on group work; working in groups is believed to solve the problem. Group members can complete each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. The writer hopes that this method can be relevant method to give solution from the problem of speaking lesson/class.

From the above explanation, the writer would like to specify her research especially teaching speaking by using Team Assisted Individualization (TAI). Using that method, the teacher is able to motivate the learner and the writer is interested in doing a research.

**IMPROVING STUDENTS' SPEAKING SKILL USING TEAM ASSISTED INDIVIDUALIZATION (TAI) (A CLASSROOM ACTION RESEARCH IN THE SECOND YEAR OF SMP NEGERI 2 GROGOL IN 2010/2011 ACADEMIC YEAR)**

**B. Problem Statement**

Considering the background above, the problem statement is as follows:

Does Team Assisted Individualization (TAI) increase the students' speaking skill at the second year in SMP N 2 Grogol?

**C. Objective of the Study**

In general, this study is intended to improve the students' speaking skill. To give description about how to overcome the problems that arise in teaching English speaking using Team Assisted Individualization the study is specifically to:

1. describe the implementation of Team Assisted Individualization at the second year in SMP N 2 Grogol, and
2. find whether Team Assisted Individualization can increase the students' speaking skill in SMP N 2 Grogol.

**D. Limitation of the Study**

This research has broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. The

writer wants to know whether Team Assisted Individualization (TAI) can improve the students speaking skill at second year student of SMP N 2 Grogol or not.

### **E. Benefit of the Study**

In this study the writer expects that the research paper has benefits both theory and practice.

#### **1. Theoretical Benefit**

- a. The result of the research paper can be useful input in English Teaching learning process especially for teaching speaking using Team Assisted Individualization (TAI).
- b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching – learning process.

#### **2. Practical Benefit**

- a. The research will improve the writer herself in mastering English.
- b. The reader will get a large knowledge about teaching speaking using Team Assisted Individualization (TAI).
- c. For English teachers, the result of the study can help them in teaching speaking using Team Assisted Individualization (TAI) to improve the student speaking skill and motivate students to be active in teaching learning process.

## **F. Research Paper Organization**

This research paper consists of the five chapters. Chapter I deals with introduction that consists of the background of the study, benefit of the study and research paper organization. Chapter II is review of related literature consist of previous researches related to Team Assisted Individualization (TAI), speaking and teaching speaking. Chapter III is Research Method. It consists of the setting and Time of the research, the subject of the research, type of the research, data and data source, method of collecting data and technique of analyzing data. Chapter IV is Data analysis and discussion. Chapter V is conclusion and suggestion. This chapter consists of the conclusion of the research completed by suggestion to make the research better.