

CHAPTER I

INTRODUCTION

This chapter concluding; background of the study, problem of the study, objective of the study, significance of the study, variable of the study, hypotheses of the study, scope and limitation of the study, definition of key term, and frame of discussion.

A. Background of the study

Language is a set of rules used by human as a tool of their communication. The use of language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communication well. Even worst, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.¹ It means, language is important in human life as a tool of their communication.

English is an international language. The role of English as an international language has been unmatched by any other foreign language. English is the international language taught in schools around the world. As we know that the English language has been introduced since the elementary, junior high, high school until college. The use of the English language is increasingly making the

¹Siahaan Sanggam, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008, p.1

language more deeply rooted in every community. There are four skills in English, they are: listening, speaking, reading and writing. The four elements are mutually supportive and have a relationship each other. The ability to speak is one of the most important in learning English because by speaking we will be able to interact with others, and will be easy to express our opinion about something that we will say.

In accordance with school base on curriculum for Junior high school, the students are expected to understand the kind of speech. One of them is conversation. Based on the observation on April 11th 2015, Mr. Slamet as an English teacher in SMP Negeri 1 Palangka Raya said that actually most of students like English. But, they have problem in speaking. So the students are trained to communicate using English such as discussing about conversation of introduction, to ask about news, and another basic conversation. For the eight grade the material instruction that is usually learned is more specific such as long conversation about history of holiday, the best experience, until the conversation that uses grammar.² It is mean that the students still have difficulty on their vocabulary, pronunciation, and grammar.

Oral language (speaking) is essential for social interaction and is used for purposes such as controlling others, expressing feelings, informing people, questioning, or obtaining what is needed.³The ability in speaking English is one's skill to convey wills and thoughts to anybody orally, but it will be difficult

²Observation result in SMP Negeri 1 Palangka Raya, on April 11th, 2015.

³Elizabeth Love and Sue Reily, *Time for Talking: Speaking, and Listening Activities for Younger Students*, Parsippany: Good Year Books, 2000, p.3

developed if it is not trained continuously, and can be done in the class with friends, teachers, and any others. A person cannot be said to be a master in English if he cannot speak.

In fact, some of the students still have difficulty in speaking. Based on the observation on April 11th 2015, Mr. Slamet as an English teacher in SMP Negeri 1 Palangka Raya said that most of the students still have difficulty in their speaking, based on the evaluation that speaking and confidence score have average on 3.13, discipline has average on 4.72, and team work has average on 4.16. This is not match with the interpretation that has the score 4.⁴From that reason the writer intends to invite students to be active and confident to use English in communication.

There are many solutions. In this case cooperative learning is taken as a technique to solve this problem. Cooperative learning is group learning activity organize so that learning is dependent on the socially structured exchange of information between learners in groups and in which learner is held accountable for his or her own learning and is motivated to increase the learning of others.⁵The objective categories of cooperative learning are: first, individual is a person's success is determined by the people they are not influenced by others. Second, competitive is a person's success is achieved due to the failure of others (there is a negative dependency). Third, cooperative is a person's success because the

⁴Observation result in SMP Negeri 1 Palangka Raya, on April 11th, 2015.

⁵ Jack R. and Theodores R, *Approaches and Methods in Language Teaching*, United Kingdom: The Press Syndicate of the University of Cambridge, 2001, p. 192.

success of others, someone cannot achieve the success with alone.⁶ So that cooperative learning is better than individual learning, because in a cooperative classroom, students are expected to help each other, discuss and argue with each other, to hone the knowledge that they possess at the time and close gaps in their understanding. Cooperative learning is being used throughout preschool, elementary and secondary school, colleges, and adult education programs because of its blend of theory, research, and practice. In addition to the possible effects of the cooperative learning strategies on the academic performance and attitudes of students' speaking, the study also considered one learner characteristic, personality type, which has been identified to be of great influence on students' learning outcomes.

In this case team-pair-solo is taken as a solution. Team-pair-solo is one of cooperative learning techniques which can be an effective way to teaching speaking because it guides students to work as a team first, then as a partner, and the outcome of the result produced by individual. Finally, each student has his or her own responsibility to learn and understand the material.⁷ This method trains the students to become more confident. This method is done by using three steps, namely: team, pair and solo or individual. So the students will be trained step by step until they reach the climax. Namely doing by themselves without friends' help.

⁶ Yatim Riyanto, *Paradigma Baru Pembelajaran*, Kencana Pranada Media Group: Jakarta, 2010, p.267.

⁷ Ika Kurniawati Khasanah, *The Use of Picture Guessing Game in Implementing Team - Pair - Solo Technique to Improve the Students' Ability to write Descriptive Text (Classroom Action Research at SMA Negeri 1 Subahfor Grade X in the Academic Year Of 2012/2013)*, 2013, p. 4.

From the explanation above, it decided to conduct a research by taking the title “the effectiveness of Team Pair Solo (TPS) technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya.

B. Problem of the Study

The problem of this research is stated by a question: does Team Pair Solo (TPS) technique give effect on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya?

C. Objective of the Study

The aim of this research is to measure the effectiveness of Team-Pair-Solo (TPS) technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya.

D. Significance of the Study

The results of this research are expected to be two categories including theoretically and practically. Theoretically, the result of this research is expected that team-pair-solo technique can give significant contribution to support the theory in improving speaking skill, and it can be used as a reference to open the insight for the next researcher who is interested in further development of this case. Practically, the result of this research is expected to give a positive contribution to the teacher of speaking to organize students in increasing the quality of the education especially in students’ speaking.

E. Variable of the Study

A variable is a construct or a characteristic that can take on different values or scores.⁸ Based on the title of this research divided in to two variables:

1. **The first variable** : Independent variable (X), variable refers to the effectiveness of team pair solo technique.
2. **The second variable** : Dependent variable (Y), variable refers to the speaking performance score of the eighth graders of SMP.

F. Hypotheses of the Study

There are two hypotheses on this research they are alternative hypothesis (Ha) and null hypothesis (Ho).

1. Alternative hypothesis (Ha) : There is significant effect of team-pair-solo technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya.
2. Null hypothesis (Ho) : There is no significant effect of team-pair-solo technique on speaking performance score of the eighth graders of SMP N 1 Palangka Raya.

G. Scope and Limitation of the Study

The study belongs to quasi experimental study. It is only to measure the effectiveness of team-pair-solo, especially the effect of using team pair solo toward the students speaking performance score which the material is about daily

⁸ Donald Ary, Lucy Cheser Jacobs, Chir Sorensen, Asghar Razavieh, *Introduction to Research in Education* (eight edition), Wadsworth: USA, 2010, p. 37

activity that base on the standard competence in K-13 of SMP Negeri 1 Palangka Raya. The study was conducted at eighth grade of SMP. The study is limited to the eighth graders of SMP Negeri 1 Palangka Raya. The number of the subject is 64 students. They are divided into two classes. The first is experimental class consists of 32 and the second is control class consists of 32 students. Team pair solo is designed to measure the students' speaking performance score. The students were given some instructions. First, the students make a team consist of four students. Second, the students work in pair, and the last the students practiced in front of the class by individually. Here the writer observes all of the students' speaking performance in their classes. The writer gives treatment to the experimental group by using team pair solo for four times, and the writer teaches the control group without using team pair solo for four times.

H. Definition of Key Term

1. Effectiveness

Effectiveness refers to a measure of one variable effect (independent variable) on another variable (dependent variable) or simply it can be said that the cause variable produces a change in the effect variable.⁹

2. Team Pair Solo

Team-pair-solo is one of cooperative learning techniques which can be an effective way to teaching writing because it guides students to work as a team first, then as a partner, and the out come of the result produced by

⁹Rosita Amalia, *The Use of Team-Pair-Solo in Reading Comprehension (anPre-Experimental Research in XI Grade Students of SMA Negeri 4 Semarang in the Academic Year of 2010/2011)*, Semarang State University, p. 9

individual. Finally, each student has his or her own responsibility to learn and understand the material.¹⁰

3. Speaking Performance

According to Martin H. Manser, state that performance is the person's process or manner of a play. Therefore we may conclude that speaking performance is the way of one's manner in speaking. This is assessed through how the fluency and accuracy are.¹¹

4. Score

Score is a number of marks gained in attest an examination.¹²

I. Frame of Discussion

Chapter I : Introduction consist of: background of the study, problem of the study, objective of the study, significant of the study, variable of the study, hypothesis, scope and limitation of the study, definition of key term, and frame of discussion.

Chapter II : Review of related literature consist of: previous study, speaking, the nature of speaking, problems in speaking skill, teaching speaking, aspect of speaking, score of speaking, team pair solo, the nature of team pair solo, types and procedure in using team pair solo, teaching speaking

¹⁰Ika Kurniawati Khasanah, *The Use of Picture Guessing Game in Implementing Team - Pair – Solo Technique to Improve the Students' Ability to write Descriptive Text (Classroom Action Research at SMA Negeri 1 Subahfor Grade X in the Academic Year Of 2012/2013)*, 2013, p. 4.

¹¹Martin H. Manser (<http://abdrizalsmile.blogspot.co.id/2013/05/chapter-ii-review-of-related-literature.html> accessed on 18 September 2015)

¹² Thomas Kral, *Teacher Department Making Right Moves*, Washington, D. C: English Language Program Division, 1993, p. 762.

using team pair solo, and the advantages and disadvantages of team pair solo.

Chapter III : Research method consist of: place and time of study, research type, research design, population and sample, instrument of the study, research instruments validity, research instruments reliability, data collecting procedures, and data analysis procedures.

Chapter IV : Presented the research findings, result data analysis and discussion.

Chapter V : Presented the conclusion and suggestion

