

CHAPTER I

INTRODUCTION

In this chapter, researcher presents some points related to the research. They are background of the study, formulation of research question, purpose of the study, significance of the study, scope and limitation, formulation of Hypothesis and definition of the key terms.

A. Background of the Study

Success in learning English can be seen from the mastery of four skills which is important for communication both orally and in written form. These skills include listening, reading, speaking and writing. To be successful in mastering those skills, there are three components that are actually as the requirements include grammar, vocabulary, and pronunciation. From those components, grammar is considered the most important as it serves as the foundation for more advanced language learning (Cahyono and Widiati, 2011: 87). Therefore, grammar must be introduced to the students from the beginning level of the grade. When the students already know the basic structure of grammar, they will feel already to get the next material or level of it. But, in other way, if students can not understand the basic, they will get difficult to absorb the next material.

Grammar is known as a set of structured rules that govern composition of clauses, phrases, and word in languages. In teaching by Principles (2007:420), Brown wrote, “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence”. In the line, Lock (1997:1) argues that grammar is a set of rules which specify all the possible grammatical structures of the language including two aspects. They are arrangement of words and the internal structure of word. Moreover, Widodo (2006) argues that knowledge of grammar and structure enables language learners to put their ideas into words and let them communicate with others. So, it can conclude that someone is called master in grammar if they understood as knowledge of and ability to use the grammatical structures of a language and use them effectively in communication.

According to Graus & Coppin (2015: 101) there are some determining factors for difficulty of grammar: “(1) grammar feature (formal and functional complexity); (2) pedagogical arrangement (method, practice, complexity of rules, materials’ quality); (3) teacher quality; (4) learner characteristics. Based on point four “learner characteristics”, in the reality in learning process especially in grammar part at seventh grade students of MTS Al Huda Bandung, it found that most of students tend to play with other friends and some of them just silence when the researcher asking a question. It showed that learning grammar is little bit difficult. It supported by the students’ statement, “*Miss, why is grammar difficult?*”,

“Miss, I don’t catch your explanation, can you repeat your explanation?”.

In addition, one of English teacher, Bu Yunita stated *“The students feel difficult when they have grammar class. As a teacher, we should be patient and teach them clearly to make them understand.”*

Based on the research observed by Syahara, et.al (2013), they had been conducted about grammar. They found 48,5 percent or 16 students of 33 students said that they were so difficult to form past tense sentences and she conducted the research in term of identifying tenses rules and its application in text. In this research, the researcher wants to use different aspect which is focus on simple present tense.

Based on the reasons above, a technique is needed to make understand what are the students learn about. In Anthony’s notion, technique was the activities manifested in the classroom and it has to be specific and consistently in rhyme with the former terms. A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective (Anthony 1963:63-67). So, it can conclude that the technique is the way to teach in teaching and learning process to reach the goal.

Teaching grammar does require the appropriate technique. Teacher often uses the same technique for all topics delivered towards the students. Consequently, the students are bored and unmotivated to be involved in the lesson. How teachers manage classroom conditions is also important

so that students are easily attracted to what is describe, because sometimes the students felt sleepy when they have been teach in the class. Then, the teacher has to think what appropriate technique to attract students in.

In this research, the researcher use STAD Technique to achieve the students' grammar mastery. STAD stands for Student Team Achievement Division. According to Gross (1991: 56) STAD can effective to increase students motivation and enthusiasm, and it can develop their responsibility in their own group. Important to know, STAD Technique is one type of cooperative learning developed by Slavin at the Johns Hopkins University (Slavin: 2005) in which small groups of learners with different levels of ability work together to accomplish a shared learning goal (Tiantong & Teemuangsai: 2013).

Actually, this is not the first time STAD technique is used for the learning process. It can be seen from many researches that had been conducted by people. Here, the researcher put some of them. First is Astuti's research (2014). The result of the research revealed that STAD can stimulate students to do some practice in reading text and also class condition became more comfortable for studying. It is reflected from the improvement of students' score in every cycle especially in third cycle. Second is Tohamba's research (2017). The result of this study showed STAD technique as cooperative learning model can improve the students' reading achievement. It is reflected from the improvement of students' score of reading test in every cycle, in which, at the first cycle, the total

number of students who can get the score of ≥ 65 is 18 students or 56.3% of 32 students, with the mean score is 62.2. Along the cycle, the students give visible improvement. Therefore, in the end of the second cycle, the target achievement of this study is achieved, where there are 84.4 % or 27 students of 32 students get the score ≥ 65 . Third is Mufidah's research (2013). The result of the study found that the students' reading comprehension taught using STAD Technique was better than without it. It can be seen in the table of score which is all students get score more than 65. Fourth is Umar's research (2015). The result of the study found that in teaching reading of discussion text through STAD Technique was successful since 85% of students can pass the score which is 75. Based on some previous studies, all of them used STAD Technique in reading comprehension and showed that STAD Technique is effective. Here, the researcher uses different area which is grammar. Thus, the researcher assumes that STAD Technique can be effective in the researcher's research.

Based on the reasons listed above, the researcher is interested in conducting a research to know whether STAD Technique is effective or not as a technique used in teaching Grammar under the title "THE EFFECTIVENESS OF STAD TECHNIQUE ON STUDENTS' GRAMMAR MASTERY AT SEVENTH GRADE OF MTS AL HUDA BANDUNG".

B. Formulation of Research Question

Based on the background above, the problem can be formulated as follow.

Is there any significant difference grammar score between the students' being taught with and without using STAD Technique?

C. Purpose of the Study

Based on research question above, the objectives of the research is to know there is any significant differences score between the students' being taught with and without using STAD Technique.

D. Significance of the Study

The researcher hopes that the results of this study are useful for:

1. English Teachers

The result of this study can be used by the English teachers as reference in teaching grammar.

2. The other researchers

The study can be used as a reference for developing learning model which effective, efficient, fun which involving students actively in English learning process to improve students' grammar mastery.

E. Scope and Limitation

The scope of this study will focus on grammar mastery in Simple Present tense. By studying those areas, the students will be given the

opportunities to understand more and study deeply because Simple Present Tense belongs to basic form of tense. They also can discuss with the other friend as a team if they do not understand the material. It help student to know from what they do not know before. Moreover, it can help the students to ready receiving the next material.

The researcher limits the study on the teaching English that concern on grammar mastery by using STAD Technique at the seventh grade students of MTs Al Huda Bandung.

F. Formulation of Hypothesis

Based on the statement of the problem, there are two kinds of hypothesis:

1. Null Hypothesis (Ho)

There is no significant different score on grammar between the students taught by using STAD Technique and those taught by using Conventional Technique at seventh grade of MTs Al Huda Bandung.

2. Alternative Hypothesis (H1)

There is significant different score on grammar between the students taught by using STAD Technique and those taught by using Conventional Technique at seventh grade of MTs Al Huda Bandung.

G. Definition of Key Terms

To avoid misunderstanding of the terms used, the researcher would like to give the definition of the terms as follow:

1. STAD Technique

Student Teams Achievement Division (STAD) technique is a cooperative learning which is consist of four/five students in each group and each group master the material from the teacher' explanation. The material is about Simple Present tense.

2. Grammar Mastery

Grammar mastery is understood as knowledge and ability to use Simple Present Tense in a sentence.