CHAPTER I
INTRODUCTION

1.1 Background of the Study

English is a foreign language that is taught as a compulsory subject from elementary level until university level in Indonesia. Learning English as a foreign language involves four skills that have to be mastered. They are speaking, reading, writing, and listening. Beside those four skills, students have to master the language competences such as grammar, vocabulary, pronunciation, spelling, etc. Among those language components, grammar has been identified as the most challenging aspect for the learners of English to learn. Whereas, grammar is badly needed in communicative ways.

Learning grammar makes students build up sentences correctly to express their ideas for communication activities. It is because studying grammar is a studying of language structure and rule of formed language (Thornbury: 2006). In grammar, students learn to construct the good sentences and can avoid misunderstanding. Therefore, students can communicate effectively and correctly in verbal or non-verbal sentence if they have mastered grammar. In addition, Richard and Renandya (2002) stated that knowing how to build and use certain structure makes it possible to communicate common type of meaning successfully. Without these structures, it is difficult to make comprehensible sentences.

Unfortunately, studying grammar is uninteresting subject for some students during learning process because they have to memorize a lot of complex rules and term besides learning the language itself. As a professional job, a teacher needs to apply an appropriate method in the classroom in order to make an
enjoyable classroom and to reach the objective of learning. Hence, teaching method is helping teacher to deliver materials. It is hoped that the students understand the materials easily. According to Patel and Jain (2008), method guides teacher how to teach effectively. They also add that method as the process of planning, selection and grading language materials and items, technique of teaching, etc. From those statements it can be concluded that implementation of teaching method will decide the succeed of teaching goal. It is very necessary for teacher to know various types of methods of teaching English. The alternative method that can be used by teacher for teaching grammar is Cooperative Learning.

Cooperative learning is a method in which the students work in group to achieve the material and it also can increase the motivation of students itself. According to Olsen and Kagan (in Richard and Rodger, 2001):

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in group and in which each learners in group is held accountable for his or her own learning and is motivated to increase the learning of other.”

Cooperative learning is one of the approaches in teaching and learning activities when students come together in main group. The purposes of the main group are effectively to give support, help, encouragement, and assistance each member needs to make academic progress. It is supported by Hizbullah (2010) in “Teaching Simple Past Tense By Using Cooperative Learning”, he stated that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange information between learner in groups and increase the others learning motivation.
Brown (2001) finds the advantages of cooperative learning that suppose to social objectives of individual learning on such us factor as: promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationship, and lowering anxiety and prejudice, although cooperative learning encompasses a variety of social objectives, it also improves student performance on important academic tasks. It is supported by Arends (2012), the model’s cooperative reward structure raises the value students place on academic learning and change the norms associated with achievement. As a research conducted by Putinesia (2012) in “Mind Mapping as the Cooperative Learning to Increase Student’s Ability in Writing Descriptive Paragraph at Second Grade of Raden Fatah Junior High School”, she found that teaching writing using cooperative learning method has significance influence to increase Student’s Ability in Writing descriptive paragraph at second grade of Raden Fatah Junior High School. It is proven that cooperative learning encompasses a variety of social objectives and increasing students’ academic achievement.

Cooperative learning has five types that have been developed and extensively researched. Three of them are adaptable to most subject and grade level. Those are Students Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), and Jigsaw II. The two are comprehensive curricula designed for use in particular subject at particular grade levels. Those are Cooperative Integrated Reading and Composition (CRIC) for reading and writing instruction in grade 2-8, and team Accelerated Instruction (TAI) for mathematics in grades 3-6.
One of the five types of cooperative learning is STAD (Student Team Achievement Division), it is a type of cooperative learning method that divided students to small groups consist four students who are mixed in performance level, gender, and ethnicity. STAD can motivate students to encourage and help each other in group to make sure all group members have mastered the lesson (Slavin: 1995)

The implementation of STAD in teaching English grammar in vocational school become an important role, because grammar building a good communication become the ultimate goal for students of vocational schools. Due to help the students in enhancing their goal in learning English communicatively well, the teacher should implement grammar teaching simultaneously in teaching the language skills to gain a structured well English learning output. However, grammar is assumed become a difficult point to learnt by some students. Therefore, teacher should implement an attractive and an enjoyable method. In this study, STAD is shown as one of the most used teaching method attractively in English grammar class of vocational school.

As a vocational high school, SMK Negeri 1 Kepanjen has a mission to create students who have moral value and are able to compete in a work field with national and international standard (www.smkn1kepanjen.hostei.com). The students are expected to master how to communicate well as a requirement to face the job market. Nowadays, many work field requirement someone able to speak English. That’s way students of vocational school should mastered English especially English speaking skill. Students cannot speak English well without
mastering grammar. Grammar make students can arrange sentences correctly and communicate their massage correctly.

Based on that reasons, the researcher is interested in conducting the research about the implementation of STAD used by teacher in teaching grammar in ten grade of *Rekayasa Perangkat Lunak 1* at SMKN 1 Kepanjen.

### 1.2 Statement of the Problem

Based on the background of study, the problems are formulated as follows:

1. How does the teacher implement STAD in teaching grammar?
2. What are students’ perceptions toward the STAD method applied by the English teacher in teaching grammar?

### 1.3 Purpose of the Study

1. To describe the implementation of STAD in teaching grammar in first grade of *Rekayasa Perangkat Lunak 1* at SMKN 1 Kepanjen.
2. To know the student’s perceptions toward the STAD method applied by the teacher in teaching grammar.

### 1.4 Significance of the Study

The results of this study are expected to be useful for increasing the writer’s perspective and for giving the English teacher an alternative method in teaching grammar by using STAD.

### 1.5 Scope and Limitation of the Study

There are many teaching methods applied by the English teacher in teaching grammar, but the researcher focuses on the implementation of STAD used by teacher in teaching grammar and students’ perception toward teaching grammar.
using STAD. This research is limited to the ten grade of Rekayasa perangkat Lunak 1 of SMKN 1 Kepanjen.

1.6 Definition of the Key Terms

To avoid misunderstanding of the terms used in this study, it is necessary to define the key terms as follow:

1. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000).

2. Method is an overall plan for systematic presentation of language based upon a selected approach. (Anthony in Brown, 2000).

3. Grammar is defined as the way a language manipulates and combines words (or bits of words) in order to form longer unit of meaning (Ur, 2004).

4. Cooperative learning method is an instructional arrangement in which small groups or teams of students work together to achieve team success in a manner that promotes the students’ responsibility for their own learning as well as the learning of others (Mercer & Mercer, 2001).

5. STAD (Student team Achievement Divisions) is a type of cooperative learning method that divided students to small groups consisting four students who are mixed in performance level, gender, and ethnicity. Students will help each other in group to make sure all groups member have mastered the lesson. (Slavin: 1995).