

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents a brief description of the whole content of the research. It includes about the background of the research, research question and hypotheses, objective of the research, limitation of the research, significance of the research, and definition of key terms. The organization of the paper is also provided in this chapter.

A. Background of the Research

Curriculum is the main part of education system. It becomes the guidelines for teachers to understand what they should achieve on teaching and learning process. The curriculum is important because it is the education's success key in every country where every curriculum maps the needs and the possible outcomes of the education process.

In Indonesia, curriculum develops as well. The government always takes effort to fix and adjust the current curriculum especially to follow the latest demands and society. Some curriculums have already been developed and used in Indonesia, such as Kurikulum Sekolah Dasar, Kurikulum Proyek Perintis Sekolah Pembangunan (PPSP), Curriculum 1984, Curriculum 1994, Competency Based Curriculum (KBK), School Based Curriculum (KTSP), and the latest is Curriculum 2013. Curriculum 2013 is relatively new in

Indonesia since the implementation of this curriculum for some schools in Indonesia was started in the academic year of 2014-2015.

In Curriculum 2013, the approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process and the teachers play roles as a facilitator (Permendikbud 81A, 2013). In the process of learning, the learners are facilitated to be actively involved in developing their potentials to be learning competencies.

Speaking is the important part in learning English. This is supported by Thornbury who states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language. It means that the speaking ability can be improved if the students is not afraid of practice speaking English in their daily life.

According to Kayi (2006: 1) speaking is the process of building and sharing meaning through the use of verbal and non-verbal communication. Verbal communication is an activity which people do to produce sound that express their idea while non-verbal communication is a system consisting of a range of features often used together to aid expression.

Many students find difficulties to speak English. Based on the observation and interview when doing teaching practice in SMK BBU

Padalarang, there are two problems found. First, most of the students said that they have problems in speaking English. They have difficulties in using grammar, diction, and pronunciation. Second, some of students are afraid to be laughed if they speak English wrong in front of the class. That is why they do not want to embarrass themselves.

Therefore, to solve the problem the English teacher should consider the ways or technique in presenting the available subject to the class because usually the teacher technique made the students were bored. The teacher usually used dialogue memorization technique. In using memorization technique, the teacher usually instructs students to memorize dialogue that is in the book and then going to front of class to the value. The way of teaching makes the students get bored because it is a monotonous way. The students do not feel enjoyable when learning. Whereas what the students need is that they enjoy learning English in class.

In this case, teacher needs technique in language learning. One of the techniques to improve students' speaking skill is Two-Stay Two-Stray. According to Lie, Two-Stay Two-Stray is a technique that gives the students chance to share their ideas, arguments and information to other groups. In this technique, there are some activities. Then by using this technique, students help each others in teaching learning process. The high level and the low level of students will work together to achieve the purpose of their group". It means this technique make the students are active more to try speak in sharing their ideas and information to other groups.

Two-Stay Two Stray is one of the collaborative approach technique. Learning using collaborative approach is a process the development of critical thinking through discussion, clarification of ideas and evaluation of others' ideas. Collaboration is important not just because it's a better way to learn. The spirit collaboration is penetrating every institution and all of our lives. So learning to collaborate is part of equipping yourself for effectiveness, problem solving, innovation and life-long learning in an ever-changing networking economy.

Learning using scientific approach is the only scientific way accepted to back up a theory or idea. This is the approach on which all research projects should be based. The scientific approach is used by researchers to support or disprove a theory.

Based on the background above, the researcher conducted a research entitle "The Use of Collaborative Approach and Scientific Approach to Improve Students' Speaking Skill (using Two-Stay Two Stray). (A Quasi-Experimental study at the 10th grade of SMK Budi Bakti Utama Padalarang)".

B. The Research Questions and Hypothesis

1. Research Questions

Based on the background of the research, the research questions can be formulated as follows:

1. Is there any difference between students speaking skill who were taught by using collaborative approach and those who were taught by using scientific approach?
2. How to implement are collaborative approach and scientific approach in teaching speaking skill?
3. What are student difficulties in learning on speaking through collaborative approach and scientific approach?

2. Hypothesis

Since this research is aimed to find out whether or not the use of two-stay two stray technique can improve students' speaking skill, null hypothesis and alternative hypothesis are used. Null hypothesis and alternative hypothesis are as follows:

1. H_0 : There is no significant different between improvement and achievement of student who are taught by using collaborative approach and scientific approach.
2. H_a : There is significant different between improvement and achievement of student who are taught by using collaborative approach and scientific approach.

C. Objectives of the Research

Based on the formulation of the problems, there are two objectives of the study:

1. To find out the different between collaborative approach and scientific approach.
2. To describe the implementation collaborative approach and scientific approach
3. To investigate student difficulties learning on speaking skill through collaborative approach and scientific approach.

D. Limitation of the Research

The scope of this research is limited to find out the effectiveness of using two-stay two-stray technique to students' speaking skill and this research also investigates the students' responses toward the implementation of two-stay two-stray as one of Collaborative Approach and Scientific Approach in the first grade students of Senior High School Level. SMK Budi Bakti Utama Padalarang was chosen for this research.

Two-stay two-stray is the technique in teaching speaking which includes some steps: preparation, the formation of the group, discuss issues, a visit to another group, to share information with other groups, back to the original group and match the work and expressed answer (Lie; 2010).

E. Significance of the Research

The result of this study were hoped to give some significances as follows :

1. Pedagogically, firstly, in using several strategies that fitted with the student needs will help the teacher to get a better result of success in

teaching speaking skill. Secondly, students will get different learning system and also different method. It will be more interesting to learn and also will increase speaking skill.

2. Theoretically, firstly, this research can be used as a reference for a similar research and as simulation for other researcher. Secondly, this study provides the students to study English through Two-stay Two-stray as collaborative approach technique. This is expected to make the students more interested in engaging teaching and learning process in speaking skill
3. Practically, firstly, the result of the research will serve as an alternative strategy for teachers in teaching speaking in senior high school and also for the students in improving their speaking skill. Secondly, this research was giving contribution for teachers to make innovation teaching learning method. It was inspiration for them to create different strategy.

F. Definition of Key Terms

1. Speaking Skill

Speaking skills are the skill that give us the ability to communication effectively. Speaking skill also help to assume that one won't be misunderstood by those who are listening. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Nowadays, lot of educators, governments, ministers of education,

employers of the companies and organization want staff who can communicate in English.

2. Collaborative Approach (Two-stay two-stray)

Collaborative approach is a situation in which two or more people learn or attempt to learn something together. Two-Stay Two-Stray is one of the Collaborative approach. This technique will bring students' to active in learning process, because students will learn more through process constructing and creating working in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is believe as being able to give chance to students' to be involved in discussion.

3. Scientific approach.

Scientific approach is a scientific process to systematically acquire knowledge based on physical evidence. The scientific approach (SA) is a new approach in teaching based on the curriculum 2013 (K-13). As we know an approach always grows and develops from one decade to next decade. There are five steps in the scientific approach (SA): they are observing, questioning, experimenting, associating, communicating.

G. Organization of the Research Paper

The research paper is organized into five chapters. Each of them is provided with some subtopics to give an insight into the topic under investigation.

The first chapter is introduction. It gives a brief description of the whole content of the research. It includes background of the research, research questions, objectives of the research, limitation of the research, significance of the research, definition of key terms and organization of the paper.

The second chapter is literature review. It explains theories and literature which relevant to the study. It includes define of speaking skill, definition of collaborative approach, definition of two-stay two-stray, definition of scientific approach, the importance of collaboration approach (tsts) to improve speaking skill, the importance of scientific approach to approach speaking skill and previous studies.

The third chapter is research methodology. It presents the methodology or the research design used by the researcher. This chapter includes research design, research method, population and sample, research instrument, data collection, data analysis and research procedure.

The fourth chapter is result and discussion. It reports the result of the research which explain the finding of the research and the discussion according to the data obtained. This chapter includes the result of the research, data analysis, testing hypothesis, the research question and discussion.

The fifth chapter is conclusions and suggestions. This chapter presents the conclusions of the research and suggestions for the next research as well as for teachers based on the result found by the researcher.