

THE IMPLEMENTATION OF STAD (STUDENT TEAMS ACHIEVEMENT DIVISIONS) TO INCREASE STUDENTS' SPEAKING ABILITY

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan yang signifikan pada kemampuan berbicara siswa setelah belajar dengan metode STAD. Penelitian ini melibatkan 24 siswa kelas X SMK YADIKA NATAR sebagai subjek penelitian. Desain penelitian yang digunakan adalah *one group pretest posttest design*. Data diambil melalui pretest, treatment dan posttest dan dianalisis dengan menggunakan t-test. Hasil pengujian menunjukkan bahwa terdapat peningkatan yang signifikan. Peningkatan nilai rata-rata kemampuan berbicara siswa adalah sebesar 20 poin, dari 60.3 pada pre-test menjadi 80.3 pada post-test. Hasil perhitungan menunjukkan $p < 0.05$, $p = ,000$. Ini membuktikan bahwa perlakuan yang diberikan oleh guru dapat meningkatkan kemampuan berbicara siswa secara signifikan.

The aim of this research was to know whether there is a significant increase of students' speaking ability score after being taught through Student team Achievement Division (STAD) teaching technique. The subject of this research were 24 students of first grade senior high school. The research was conducted through one group pre-test and post-test design. The data were collected through pre-test, treatment and post-test and analyzed by using repeated T-Test to examine the significant increase of students' speaking ability. The result of the test showed that the increase was a significant. The increase were 20 points, from 60.3 in pre-test and 80.3 in post-test. The computation showed that the result was $p < 0.05$, $p = ,000$. The value indicates that the numbers represents the significance. It provided that the treatments given by the researcher had increased the student' speaking ability significantly.

Keywords: productive skill, receptive skill, speaking skill

INTRODUCTION

Learning English is a long process which it needs time and a hard work to study. In order to have a good English proficiency, is impossible to be covered instantly by the students. They must face many problems and get a lot of practice. How to provoke them to be passionate is a serious challenge for every English teacher. At least, the students have to learn two important parts of the language, i.e. language components (grammar, phonology, and vocabulary) and the language skills (listening, speaking, reading, and writing). Every student who wants to master English, they must learn these components because both parts have important function to others.

Even though, the language skill are important, the teacher should consider more emphasis on speaking skills because speaking is the most effective means of communication. Speaking is important to share knowledge and express ideas through verbal skill. It is also a primary medium to send message to others. Being able to communicate verbally and effectively to other individuals or to groups is essential in learning English. River (1976:161), states that students come to study a foreign language in school with strong conviction that language is something spoken. Definitely, this kind of skill must be concerned seriously as the important one.

It is useless to master so much vocabularies and grammar if they are not able to use them in communication and interaction with others. Speaking is a process of communication between at least two people and speaking is a way to express someone's idea. However, today's world requires the students improve their

communicative skill. Through which they can express and learn how to follow the social and cultural rules.

English is an official language in international communication. In formal education, it is learned as a compulsory subject from elementary school to senior High School. It means that a graduate student of senior high school had learnt English for 12 years. The objective of teaching speaking according to SMA Curriculum 2006 is that the students are able to develop communicative competence in speaking to achieve information at literacy level. However, the students' capability of speaking has not been satisfactory yet.

In accordance with improving speaking skill, the teacher should have a good competence in presenting learning material. He or she should use good teaching to make it easier to understand and to be observed by the students. But, in many cases the students often feel bored in learning language; they are uninterested to the teaching material presented by the teacher; they are afraid to speak up and they are passive. Most students failed to master English. This condition imply that the teacher needs to use strategy to bring the students out of that condition so that they are able to use master English for communicating their ideas.

One of teaching strategy that has orientation with constructive approaches is cooperative learning is STAD (Student Team Achievement Divisions). According to Johnson (1997) the use of cooperative learning especially STAD type has several benefits to motivate students in group so that they can help each other in mastering the materials. Beside that the use of STAD can also grow the students

awareness so that they feel learning is important, useful and fun, the students more responsible in learning process. STAD makes the students have positive thinking in learning the material.

Based on the explanation above, therefore, the objective of the research is to know whether there is any significant difference of students' speaking score after being taught through STAD.

METHOD

This quantitative research has two variables i.e. speaking ability as the dependent variable and STAD as the independent. The researcher used one group pre-test post-test design. The students were given pre-test, treatment, and a post-test. The treatment of teaching speaking skill through STAD technique was implemented in three times. The design of the research is represented as below:

T1 : pre-test

X : treatment (three times treatments)

T2 : post-test

(Setiyadi, 2006: 143)

In collecting the data, the researcher used several steps such as: *selecting speaking materials, determining instrument of the research, determining subject, conducting pretest, giving treatment (STAD) technique, conducting posttest, analyzing, interpreting, and concluding the data gained.*

RESULTS AND DISCUSSIONS

After administering both pre-test and post-test, the result of the pre-test was compared with the result of post-test to analyze the increase of the students' speaking ability. The comparison of the pre-test and post-test showed that the students' speaking ability improved after being taught through STAD teaching technique. The comparison between the total score of pre-test and post-test increased from 1448 to 1928. The mean score of pre-test and post-test increased from 60.3 to 80.3.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	pretest	60.3333	24	4.85142	.99029
1	posttest	80.3333	24	5.06194	1.03326

Based on the table above, it can be seen that the students' mean score of pre-test was increased about 20.00 point after the treatment. The highest score of pre-test was 68 and the highest score of post-test was increase 88. The highest score was 20, the lowest score was 50. The lowest score of post-test was 68, and the increase was 10 points.

In this research, the hypothesis was tested by using statistically computerization *Repeated Measurement t-test* of SPSS version 13.0 that was used to draw the conclusion in significant level of 0.05. The t-test revealed that the result was significant ($p=0.00$). Thus, there is a significant increase of the students' speaking ability score after being taught through STAD teaching technique. In other word, it can be said that the H is accepted.

DISCUSSIONS

The finding shows that STAD significantly improves students' speaking ability from the pretest to posttest. The increase of students' average score from pretest, to posttest was 20 point. The increase indicates that this technique has an effective impact in improving students' speaking ability. From the research design, it can be assumed that the improvement is the result of implementing STAD.

The students learnt the material easier and more confidently because they worked cooperatively. They worked in group, practiced the dialogue together, share knowledge each other and the higher achievement students helped the lower ones. The lower and middle achievement student was triggered to master the dialogue and the high achievement students were pushed up to help their group member achieve the maximum group score. It can be seen from the students' enthusiasm during the learning activities.

In this research there was 24 students involved, they were tested by performing speaking dialogue and the result show that : there is 1 student (4.1%) who got the score 66-69, there are 2 students (8.3%) who got the score 70-75, there are 8 students (33.3%) who got the score 76-79, there are 8 students (33.3) who got the score 80-85, and there are 5 students (20.8%) who got 86-89. The lowest score was 68 and the highest was 88. The total score of the posttest was 1928, the average score was 80.3. The median was 80.00, and the mode was 78.00. All of the students' score on speaking aspects after being taught through STAD teaching technique increase in range 6-26 point. However, the increase of students'

improvement in speaking skill was varied and it could be seen from the result of pretest and posttest (Appendix 10, 11).

The test was started by asking the students to arrange up a dialogue. They made it with their group. The dialogue was about *inviting*, *greeting* and *parting*. Before they came in front of the class to perform the dialogue they were given five minutes long to prepare it in their seat. They were asked to focus on the speaking aspects; pronunciation, fluency, grammar, vocabulary, and comprehension. And they were also asked to speak loudly and clearly while performing the dialogue because it would be recorded.

In the pretest, it was found that the lowest score was 50 and the highest score was 68. Moreover, the average score was 60.3. The result of pretest was used as reference in grouping the students. Every group was mixed of lower, middle, and higher score student. The groups were also mixed of boys and girls and each group consisted of four students so there were all six groups. After administering the pretest, and arranging the student into groups, then, the researcher conducted the treatments. The treatment was conducted for three times.

In the first treatment, the teacher needed to control the situation. although the teacher have already explained STAD, the students still felt confused. The students did not focus on the material, thus, the class became rowdy. This happened due to the students' inability to fully understand what they have to do with the group. The teacher, then, overcome this situation. The teacher explained to the students what they have to be done and how it done. The teacher told them to cooperate in mastering the material and help each other in solving academic

problem they faced in the learning because the group would be scored and the score would influence their individual score.

By the time the class became conducive, the teacher continued the activities. The topic was given at the first meeting, that is, *Invitation "How to Invite, Refuse And Accept Some One Invitation"*. During the learning process, the teacher monitored the students' activities to make sure that all students be active. Slavin (1997:21) states that one of STAD weakness was it will be static process if the students do not use their cooperative competence in mastering the materials actively, and passive student will be propped himself on the other. Therefore, the teacher remained them to be active.

In this meeting some students made some mistakes such as in grammar, pronunciation, and vocabulary. For instance in grammar, some students said "*Would you mind come to my party?*", "*Would you like to having a dinner with me?*", "*Sorry, I (am) afraid*", "*I can't, I (am) busy*", "*It sound good*" and etc.

In pronunciation, some students mispronounce some words for instance, /interested/ instead of /intrəstət/, /great/ instead of /greit/, /busy/ instead of /bizi/, /would/ instead of /wɒd/, /afraid/ instead of /ə'frəid/ actually/ instead of /'æktuli/, /because/ instead of /bi'kəz/, /go/ instead of /gə/, /front/ instead of /fr nt/ and etc.

In vocabulary, some of the students used some of inappropriate words for instance, "what for you go (come) here?", "I'm not so fine (good) today", "I want to go (visit) to my grandmother house", etc.

In this activity, STAD task was proved to promote students' social skill, increase students' learning. In doing the activities, the students studied in cooperative situation so if their friends make some mistakes, smarter student in group would help their friend to revise it. They discuss, for instance how to pronounce the words, change ungrammatical sentence into the right one, and chose the correct vocabulary based on the context. There was a peer correction and if it was difficult enough they asked their teacher.

Second treatments run better than the previous treatment. This time the students were more solid and they enjoyed enough the learning process. It can be seen from their enthusiasm along the learning process. In this treatment, the topic given was "*How to Invite, Refuse And Accept Some One Invitation*". In this treatment, the researcher also show that there was a dynamic process of learning activity. It was in line with Slavin (1997:21) he said that STAD technique can improve relationship among the students impressively. He also said that by working together in group it will decrease their fear in learning and encourage confidence. The researcher proved this by seeing the passive and low score student became active in learning process signed by their being dare to expressed their ideas to the group actively.

In this meeting, some the students still made some mistakes in grammar, vocabulary, and pronunciation. For example some student said "it(is)good idea", "I will (come) to your party", "I (would) like to invite you to my party" and etc.

In pronunciation, some student mispronounce some words for instance; /invite/ instead of/ infit/, /house/ instead of/ hpus/, /idea/ instead of/ ideə/, /come/ instead

of/ kɒm/, and etc. In vocabulary, some of the students used some inappropriate words, for instance; “so, could you go (come) to the party?”, “ What are you working (doing) on Sunday?”, “it likes (seems) good” and etc.

In this activity, STAD increase students’ retention, enhance students’ satisfaction with their learning experience, the cooperative situation generated by the technique triggered the students elaborated their thought expressively and promoted higher learning achievement by changing together.

Similar to the first, the role of the teacher was a facilitator, facilitating the students learning and monitoring. If in the first meeting the teacher dealt with unfamiliarity of the students to the technique, in this meeting the teacher dealt with uncooperative act of some students. This problem especially came from some smarter students. The teacher solved this problem by telling them to help the other members. The teacher reminded them that their group score will contribute to their individual score.

Third treatments, the researcher did almost the same procedures as the previous treatment. The topic of the third treatment was about *Meeting and Parting* “*How to Greet in Meeting and Parting*”. Here the improvement of students’ activity became better than the second meeting. Even though it seemed that the students’ speaking ability improved, they still made mistakes but few and the mistakes they made in the previous meeting were not repeated by them.

In this meeting, the students showed a good response to the teacher instructions and well prepared to the learning activity. The cooperative learning activity

process became more passionate so that they can elaborate their understanding to combine the knowledge among the group members. This cooperative learning activity influenced students' interpersonal relationship among the students. It made their relationship became better. This can be known from their interaction while discussing the academic problems. They shared the knowledge and helped each other and no one judged the other one.

Arends (1997:111) says that STAD can develop students' social skill. Because in Cooperative learning the students can develop their social drill, they always share in a group, value others opinion and determine the purpose together.

After the three times treatment, the researcher conducted posttest. From the result, it was found that the highest score is 88 and the lowest is 68, while the average score is 80.3. All the aspects of students' speaking ability increase in term of pronunciation, the scores increase from pretest 12.3 to posttest 15.1, most of the students can pronounce the words and sentences well because in the treatment the researcher always shows the students how to pronounce the words or sentences and practiced to pronounce by comparing their pronunciation to the others of their group members. In term of vocabulary the score increase from pre-test 11.3 to post-test 15.1, by implementing cooperative study in the treatment, students have a big chance to changing vocabulary each other and explore themselves in mastering new vocabularies. In term of fluency the score increase from pre-test 12.1 to post-test 15.7, because the STAD always facilitated the students to practice cooperatively in the treatment, so the students' fluency increased significantly. In term of comprehension the score increase from pre-test 12.2 to

post-test 16.1, the students have well understanding in comprehending the material. Cooperative learning makes them possible to elaborate their understanding each other so that they can discuss deeply in comprehending the materials. In term of grammar the score increase from pre-test 12.5 to post-test 16.9, the students are able to create sentences consisted of subject, verb, to be, and object. The learners also are able to create sentences in negative, interrogative form.

This was in line with Arends (1997) who states that there are three purposes of cooperative learning and one of them is academic achievement purposes. This purposes means cooperative learning can increase students' academic achievement in this case is speaking ability and change behavior to back up the result of student study. Cooperative learning is very useful for the student with low, middle, and high achievement because they can cooperate to handle the academic problem with their friend. This supports what Slavin have stated that one of the reasons of cooperative STAD technique is greater students' achievement. In individual competition many students attempt to accomplish a goal with only a few winners. But in cooperative team there are more winners in the team, because all members reap from the success of an achievement.

From the result of posttest can be seen that the mean score increase of pretest and posttest was 20. This increase is significant. It is proven by the result of hypothesis testing. It shows the value of two tail significant $\alpha = 0.000$ in which the significant improvement is determined by $\alpha < 0.05$. It means that the hypothesis test $0.000 < 0.05$ is accepted. Therefore, it can be concluded that there was a

significant increase of students' speaking ability after being taught through STAD.

CONCLUSIONS AND SUGGESTION

After computing and interpreting the data gained of research presented at the previous chapter, in this chapter the researcher presents conclusion and suggestion. In reference to the result of the research some conclusions and suggestions are derived as follows:

CONCLUSIONS

1. STAD technique can improve students' speaking ability. The conclusion is proven by seeing the progress of the average score, which is from 60.3 to 80.3. Total score gain of the students' speaking ability from pre-test and post-test was 480, from 1448 to 1928.
2. There is a significant improvement of students' speaking ability after being taught using STAD teaching technique. The gain from the mean of the pretest (60.3) up to the posttest (80.3) is 20. And the significance is proven by the result of hypothesis testing. The result shows the value of the two tail significant $\alpha = 0.000$ in which the significant improvement is determined by $\alpha < 0.05$. It means that the H is approved.

SUGGESTIONS

Based on the finding, some suggestions are proposed as follow:

1. It necessary to consider about the time in applying STAD. The teacher should have more time for adapting STAD technique or even the available

time as efficient as possible. The teacher as motivator should always encourage student to express their ideas in better pronunciation by giving much oral activity practice.

2. In implementing STAD teaching technique in speaking the English teacher should manage the class, the time allocation and grouping the learners. The English teacher should realize that this technique requires many supporting media such as: tape recorder, video, picture and dialogue, so the teacher is required to be well prepared.

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