IMPROVING STUDENTS' SPEAKING SKILL BY IMPLEMENTING STUDENT TEAMS ACHIEVEMENT DIVISION

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Abstract: This research aimed at finding out: whether Student Teams Achievement Division (STAD) could improve students' speaking skill and the classroom situation when STAD was implemented in this research. The research was a classroom action research which was conducted in the eleventh grade of one of vocational high schools in Magelang. The research was conducted in two cycles and every cycle consisted of four steps: planning, implementing, observing, and reflecting. The data were obtained from observations, interviews, questionnaires, and tests. The findings showed that: (1) the implementation of Student Teams Achievement Division could improve students' speaking skill. (2) Student Teams Achievement Division could improve classroom situation.

Keywords: Speaking, Student Teams Achievement Division, Classroom Action Research

INTRODUCTION

Ur (2009, p.120) states that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important. By speaking, students can exchange information and express their idea, feeling, and thought to anyone as the goal of learning the language that is able to communicate.

In line with Ur, Richard and Renandya (2002, p.204) convey that speaking is one of the elements of central communication. Speaking is a crucial part of language learning and teaching because of its contribution to the success of the learner in school and every phase of life in the ability to communicate in a second language clearly and efficiently (Kayi, 2006).

Hadfield (2000, p.3) also states that speaking is a kind of bridge for learners between the classroom and the outside. In building a bridge, teacher as a facilitator have to provide more opportunity to students for purposeful communication in speaking class. Thus, the teacher should give the learner practice to actualize their speaking in a real situation. Moreover, according to Badan Standar Nasional Pendidikan, (2016, p.166) in KTSP (School – Based Curriculum), the Senior High School students were expected to capable to communicate both in spoken and written form of English related to daily problems, so they can understand the importance of English in this global era.

In fact, according to pre-research in tenth grade of a vocational high school in Magelang, it could be concluded that the main problem dealing with speaking was caused by two problems: students and method. Students had problems in pronunciation, grammar, vocabulary, and fluency. Besides, the method used by the teacher was teacher-centered learning which did not provide sufficient opportunity for the students to practice their speaking skill.

In solving those problems, the researcher implemented one of cooperative learning models. Cooperative learning is an appropriate technique which is able to create a warm atmosphere in the classroom because of its principle that education should be learner centered. Zhang (2010, p.82) states that cooperative language learning is gaining broad acceptance in a multitude of language learning classroom, principally because of its contributions to improve productivity and achievement and also provide more opportunities for students to communicate.

According to Johnson in Suwantarathip and Wichadee (2010, p,51), cooperative learning is a teaching strategy in a small team with different levels of ability and also use a variety of learning activities to enhance students' understanding. Each of the team's members should responsible not only for the material but also in helping their teammates to understand the material as well. By doing so, students can share their idea and material within their groups and everyone in the group is rewarded. Cooperative learning is kind of teaching approach that provides some methods can be used in the classroom. In this research, the researcher selected one of cooperative learning models named Student Teams Achievement Division (STAD).

Student Teams Achievement Division (STAD) is one of the interesting methods which can be used in speaking class. as the principle in designing method to teach speaking, the teacher should consider about giving students opportunities to initiate oral communication and providing intrinsically motivating technique (Brown, 2007, p.257). according to Slavin, (2006, p.45), it is a simplest cooperative learning method and the best starter of learning model for teachers who use cooperative

approach because it emphasizes children to work together to help one another learn.

Therefore, this research aimed to identify whether STAD could improve students' speaking skill in eleventh grade of a vocational high school in Magelang and the classroom situation when STAD was implemented in speaking class.

LITERATURE REVIEW

Speaking is the verbal use of language and a medium through which human beings communicate with each other (Fulcher, 2003). Generally, speaking is the ability to express something in the spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed (Al-Tamimi and Attamimi, 2014, p.31).

According to Byrne in Windihastuti (2013, p.7), to reach the goal of teaching speaking, the learner must be able to use language both with fluency and accuracy that depends on language system master and with the fluency which derives from the experience of trying the language out of oneself. Brown (2007, p.268) defines the distinction between accuracy and fluency. Accurate means clear, articulate, grammatically, and phonologically correct. While fluent means flowing naturally. Fluency may be an initial goal in language teaching, therefore, the teacher should use a good method that can out the goal of teaching speaking.

One of the good methods to reach the goal of teaching speaking is Student Teams Achievement Division. According to Slavin (2006, p.256), STAD is a cooperative learning method that mixes students' ability into groups involving team recognition and responsibility of individual learning. Cooperative learning itself emphasizes children to work together to help one another learn (Slavin, 2006, p.45). By using

STAD, students will be easy to discover and comprehend a difficult concept if they discuss the problem together (Slavin, 2006, p.245).

According to Slavin (2006, p.151), STAD consists of four simple main activities: *teach, team study, test, and team recognition*. First, teaching in form of introducing new material through teacher presentation. Second, team study in which heterogeneous team members cooperate on doing the task and discussing material taught by the teacher. Third, test in form of individual quizzes to measure their own capability. It is not allowed for the team to work together on the quiz. And the last one is team recognition stage where individual improvement scores of each team will be accumulated to determine team's score. Then, the team with the highest point will be the winner and given a reward (Alijanian, 2012).

By implementing STAD, students have good chance to learn from their friends since the concept of grouping in STAD is heterogeneity. It promotes students-centered learning so it builds interaction among the students, not only teacher-students (Yusuf, Natsir, and Hanum, 2014). Besides, the use of STAD is also highly recommendable since it creates usefulness, enjoyable quality, worthiness, and clarity among the students (Yeung, 2015, p.37)

RESEARCH METHODS

According to Mills (2003, p.1), action research is any systematic inquiry conducted by the teacher, researcher, principal, school counselor, and other stakeholders in teaching and learning environment to gather information about ways that their particular schools operate how they teach, and how well their students learn.

This classroom action research was conducted in one of vocational high schools in Magelang. In conducting the research, the procedure was carefully arranged with an appropriate time schedule. The action was carried out in August to September 2016. The subject was the eleventh grade of one of vocational high schools in Magelang in class XI EB. EB stands for Electronica B which has Audio Video as the major. The number of students in this class is 32 students, consisting of 16 boys and 16 girls.

This research started by identifying the classroom situation and students' problems in speaking. After that, the research was planned. It was planned in 2 cycles and each cycle consisted of 3 meetings. Each cycle went through some steps based on the model by Kemmis and Mc. Taggart in Hopkins (2008, p.51): planning, acting, observing, and reflecting.

Getting finish with the planning, the action was implemented. Student Teams Achievement Division was implemented in the class to improve students' speaking skill. The observation was done during the implementation of the action. It was aimed to identify the classroom situation and the students' speaking skill. In the end of each cycle, the tests were conducted to measure the improvement of students' speaking skill after implementing Student Teams Achievement Division. Then, the data of observation and the test were reflected to get the result of the action whether successful or not and to determine the next revising plan.

In this research, the data were collected by using data collecting method popularized by Tomal (2003, p.25) which consisted of observing, interviewing, surveying, and assessing in form of test. After collecting data, the next step was analyzing. The technique of analyzing data used the five steps by Mc. Kernan in Burns (2005) which include: assembling the data,

coding the data, comparing the data, building the interpretation, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by comparing the mean and scores of pre-test and post-test.

RESEARCH FINDINGS AND DISCUSSION

Pre-research was held before conducting the research to identify the problems encountered during teaching learning process and the method used by the teacher in presenting the material. This pre-research includes observing teaching learning process, interviewing the teacher and the students, distributing questionnaires, and conducting pre-test.

As the result of pre-research, it was found that students had some problems dealing with speaking, such as: (1) The students were shy and nervous to speak English because they had a tendency to be afraid of making mistakes in grammar and pronunciation. (2) The students had difficulties to express their idea because of their low vocabulary mastery. This condition impacted to the students' fluency. They tended to produce halting and fragmentary utterances, pausing, and fillers ("emm..", "aaa.." etc) since they needed more time to think what they were going to say. (3) The students tended to be passive during the learning activity. Only a few students who initiated to speak or ask while the rest of students preferred to keep silent. According to the teacher's explanation, this situation was caused by students' low motivation. They thought that speaking is difficult, and finally, they decided to give up on speaking. (4) The last problem came from the method itself. The method used by the teacher was teacher-centered learning. The class was dominated by the teacher and the students only had a small role during teaching learning process. This situation caused boredom for students.

In order to know the students' speaking skills before treatment, the researcher conducted a pre-test. The type of the test was an individual test. It was about unforgettable experience. From the pre-test result based on the scoring rubric stated by Ur (2009: p.135), it showed that the students' speaking skill was still low. The total mean score was 61.64 whereas the minimum passing grade was 75. The students' highest score was 80, and the lowest score was 47.5.

Considering the facts above, the researcher decided to conduct a research to solve the problems through this study. The implementation of STAD was done to overcome students' speaking problem. The more detail of the research process could be seen in Table 1 below.

Table 1. Research Process

	Stages	*Participants*	*Activities*
Cycle 1	a. Planning	Researcher	The researcher prepared the media, material, lesson plan, student worksheet, and syllabus.
	b. Implementing	Researcher	The researcher as a teacher implemented the action. The material being discussed was asking and giving opinion During the teaching- learning process, STAD was implemented: a) Meeting 1: presentation, team. b) Meeting 2: quiz (present asking and giving opinion in form of dialogue)

			c) Meeting 3: Test 1 (present opinion), team recognition.
	c. Observing	Researcher	The researcher observed the students' improvement of speaking and their behavior during class activities.
	d. Reflecting	Teacher, Researcher	The teacher and the researcher evaluated the action.
Cycle 2	a. Planning	Researcher	The researcher prepared the material, lesson plan, students worksheet based on revising the plan in the cycle 1.
	b. implementing	Researcher	The researcher implemented the action. The material being discussed was hopes and dreams. It focused on pronunciation, grammar, and fluency since those three aspects were still low. During the teaching learning process, STAD was implemented: a) Meeting 1: presentation, team. b) Meeting 2: quiz (present hopes and dreams in form of group dialogue) c) Meeting 3: Post test (present the students' hopes)
	c. Observing	Researcher	The researcher observed the students' improvement of speaking and behavior during class activities.
	d. Reflecting	Teacher Researcher	The teacher and the researcher evaluated the action to identify the improvement of students' speaking skill.

The table above showed that there were improvements in every cycle. In the pre-test, the students' mean score was still low. In cycle 1, the students' mean score had improved from 61.64 to 68.98; and in cycle 2, the mean score became 78.53. On the other words, the students' speaking score had passed the school passing grade, 75. The improvement of students' speaking skill in this research involves four indicators. Each of improvement is discussed in table 2.

Table 2. Research Findings of Speaking

	Problems of Indicators	Pre-Research	Cycle 1	Cycle 2
1	The students had difficulty in grammar.	The students made mistake in grammar. *(e.g. He live in New York City* instead of *He lives in New York City)*	The students still made mistakes in grammar.	The students had a better understanding of grammar use and minor use of making grammar mistakes.
2	The students had difficulty in pronunciation.	The students mispronounced some words which were usually used like modals. (e.g.	The students still mispronounced some words.	The students' pronunciation had improved. They became more familiar with the correct

		would as */wʊld/* instead of *wɒd/.*		pronunciation especially which related to the material.
3	The students' vocabulary mastery was low.	The students had difficulties to express their idea since they found it difficult to find the appropriate words.	The students' vocabulary had improved. They chose proper words to express their thought.	The students' vocabulary had improved and they could deliver their thought easily.
4	The students found it difficult to speak fluently.	The students often produced halting and fragmentary utterances, pausing, and fillers (e.g. *"emm..", "aaa.."*)	Halting and fragmentary utterances had reduced, but some students still riveted to the textbook when presenting in front of the class.	The students were more fluent in delivering their ideas. The textbook oriented had reduced.
	MEAN SCORE	61.64	68.98	78.53

Firstly, the use of STAD was quite effective to improve students' fluency. The assorted teams based on academic performance had a big role to help students who had not really understand yet to learn from their friends who had the better understanding of the material. Teamwork helped them to encourage each other during the learning process, built empathy and closeness. In line with one of the solutions can be selected to overcome the problems in speaking activity according to Ur (2009, p.121-124) that the use of group work will be able to increase the opportunity of the learner to talk, lower inhibitions of learners who are unwilling to speak in front of a full class. By doing so, students' anxiety would be decreased when performed speaking since they were accustomed to speaking and participating in group discussion; therefore, the students were more confident in their ability. As stated by the students in the interview after research, they were more confident to speak up. The teacher also stated that the students who were shy and hesitant to speak became more confident to deliver their thought. Those two statements had a positive impact to the students' fluency.

Those positive results were also supported by the results of post-questionnaire. 63% of the students agreed and 37% of them strongly agreed that the implementation of STAD increased their self-confidence to speak in front of the class.

Secondly, STAD improved students' understanding of grammar. One of the components in STAD is a class presentation. In this section, the researcher explained the grammar use related to the material. The handout and video identification were quite useful to get students familiar with the expressions. The worksheet that contained grammatical error also developed students' critical thinking. They did the task in a team, discussed the problems together, shared the answers, and gave correction and feedback among them. This activity created a fun environment which had beneficial for the students. They could freely ask anything they had not understood yet to their teammates who had the better understanding of grammar. The students were also forced to think creatively by expressing themselves

in utterances that are relevant, easily comprehensible, and acceptable when performing dialogue or taking an individual quiz like as stated by Ur (2009, p.121-124) about the characteristic of successful speaking activity.

According to the analysis of interview result, the students' understanding of grammar had increased because of the exercises that they discussed together during grouping session. Besides, the result of the questionnaire also showed that the implementation of STAD successfully improved the students' grammar mastery.

Thirdly, the combination of drilling technique, the use of video identification and CALD3 was able to stimulate students' pronunciation. Those activities had done during class presentation and grouping session. The students could learn how to pronounce the words from the researcher and got drilling by CALD3 to alleviate mother tongue use. Since the learning activities focused on speaking skill, the heterogeneous teams were also quite helpful for students to learn pronunciation from their teammates who had the slighter foreign accent.

In line with the positive result above, the student agreed that drilling technique was helpful to improve their pronunciation as they stated on post-interview. The result of the questionnaire also showed the same result.

Fourthly, STAD enriches students' vocabulary. The implementation of STAD to teach speaking was successful to improve students' vocabulary. The highlight of certain words and expressions related to the topic in the class presentation made students more familiar with the words used. In order to produce good utterances when performing teams dialogue or taking the individual quiz, the students not only paid attention to grammar use but also the words choice.

Therefore, with each passing learning activities, the students' vocabulary had improved. As supporting data, the result of interview and questionnaire also showed that STAD helped them to enrich their vocabulary mastery.

Besides the improvement of speaking score, STAD was also able to create a better environmental condition of the class in which the students become more active in the teaching learning process. The class became more alive of their participation. Another finding of the research was the improvement of the students' attitude in joining speaking class. They were motivated to speak up. The heterogeneous team gave students more chance to understand the material and time to practice their speaking ability with their teammates. Besides, they also paid good attention to the researcher's explanation since every student wanted to give the maximum contribution to be the best team.

As the result, it can be concluded that Student Teams Achievement Division (STAD) can improve students' speaking skill in English lesson.

IMPLICATION

In teaching speaking, it is important to use any method which is able to attract students' attention and interest. The implementation of the appropriate method of conveying materials during teaching learning process will make students have high motivation and interest in joining the lesson. It can also help them to receive and understand the materials. In order to improve students speaking skill, the teacher should be able to facilitate the needs, and Student Teams Achievement Divisions (STAD) accommodates those needs. The teaching and learning using STAD in speaking class can give facilities for the students to enhance their speaking skill. By

STAD, each student as the members of the team gets the opportunity to deliver their ideas and practice their speaking again and again during individual quiz as their contribution in giving the score to their group. The students have better motivation to learn, better motivation to encourage their teammates to understand the materials, and better motivation to help their teammates when they have a problem with speaking since the concept of STAD is a heterogeneous group. This method also builds students' empathy so they have a better relationship with their friends in learning.

These facts proved that this research agreed with Slavin theory that this method is effective to be taught by the teacher because this emphasizes children to work together to help one another learn (2006, p.45).

CONCLUSION AND SUGGESTION

After carrying out a research using Student Teams Achievement Divisions (STAD) to improve the speaking skill of the eleventh grade of SMK Negeri 1 Magelang, the result can be concluded as the following:

Firstly, the implementation of Student Teams Achievement Division can improve students' speaking skill. The students can perform their speaking skill more confidently, more fluently and more accurately. The improvement can be seen from the increase of their scores in every assessment test given after treatment. Their scores gradually increase in every cycle. The improvement can be identified by comparing the students' average score in the pre-test and the students' average score in post-tests. The students' average score of the pre-test is 61.64, the students' average post-test of cycle 1 is 68.98, and the students' average score of the post-test of cycle 2 is 78,53.

Secondly, the implementation of Students Teams Achievement Divisions brings positive changes in the class situation. The students become more active to do all activities and exercises given by the researcher. STAD successfully creates fun and relaxing situation which motivates to students to speak. The activities which emphasize on students-centered learning are also able to encourage students' participation in the learning process. All member of the team had to contribute their performance for their groups to get as many as possible scores to be the best team according to individual improvement score.

Based on the result of the research, some suggestion can be provided to improve the students' speaking skill:

For English teachers, the English teachers are suggested to use a specific method in teaching speaking. In this case, the teachers need to try implementing STAD because, in this research, it shows that teaching speaking by this method can improve students' speaking skill. Besides, it also creates fun environment since the focus of this method is students-centered learning, so the students' can actively involve during speaking class.

Dealing with the application of this method, since the concept behind STAD is heterogeneous groups based on students' academic performance level; the teacher should pay serious attention to the students' competencies before implementing the action to determine the high, medium, and low performing students. By knowing students' competencies, the formation of team division will be fair and all of the students will have the same chance to learn from their teammates. Besides, the teacher also needs to give an understanding of the importance of group work especially for students who prefer to work alone rather than in a group. In addition, the teacher also

supposes to visit every group to make sure that all the members of the groups actively engaged in discussion.

For students, the students are suggested to actively participate in class activities especially in group learning activity so they have would maximum contribution to their team. The high performing students should patiently help their teammates who have not understood the material well, while the low performing students should initiate to ask when they need some help from their teammates. By doing so, closeness and empathy would arise among the students and they would find it enjoyable to learn together.

For other researchers that will apply Student Teams Achievement Division especially in teaching speaking, they should understand the concept behind this method such as the characters and the steps of it. When conducting lesson plan, the researcher should carefully consider time allocation on the syllabus so all of the class activities can be finished on time since STAD is a teaching method that consumes longer time. Besides, they should know the classroom and students' condition as their consideration to decide the improvement of this method that needed to be applied in the teaching process.

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