

Rindi Prastika Wardani, et al., *Improving The Tenth Grade Students' Speaking Ability by Using Student Teams-Achievement Divisions (STAD) at SMKN 5 Jember in the 2015-2016 Academic Year.*

IMPROVING THE TENTH GRADE STUDENTS' SPEAKING ABILITY BY USING STUDENT TEAMS-ACHIEVEMENT DIVISION (STAD) AT SMKN 5 JEMBER IN THE 2015-2016 ACADEMIC YEAR

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Speaking is important because it reflects to the student knowledge about English. Based on the result of preliminary study, some of students have problems in speaking. They are shy to speak English, they are afraid to speak up in the class because they are afraid if they are wrong. And based on the observation that was done by the researcher, the English teacher was still using question-answer technique. And some of students sometimes spoke English by mixing with Indonesia language. Moreover, they still have low competence in English speaking and vocabulary. Therefore, it is necessary to apply the STAD method to be taught in speaking class, because STAD can solve the students' problem that is problem from themselves. Also, STAD helps students from their social life and relationships with others.

The problem of this research is how can Student Teams-Achievement Divisions (STAD) improve tenth grade students' speaking ability at SMKN 5 Jember in 2015-2016 Academic Year?, while the objective is to find out how Student Teams-Achievement Division method can improve the speaking ability of the tenth grade students of SMKN 5 Jember. From the problem and the objective above, the hypothesis can be formulated as the STAD method can improve the speaking ability of the tenth grade students of SMKN 5 Jember in the 2015-2016 Academic Year by preparing the students follow the activities of presentation in front of the class and work together in group.

This research is conducted at X MMD 1 of SMKN 5 Jember using Classroom Action Research. This class consists of 35 students. There are two instruments used to collect data, speaking test and observation checklist.

In the implementation of the cycle 1 and 2, the students present what they have discussed with their group in front of the class. In cycle 1, the percentage of students who could achieve the standard minimum score 70 is 51% and in cycle 2, the students who achieve the minimum standard score 70 is 82%.

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Based on the research result, it can be concluded that Student Teams-Achievement Division (STAD) can improve the students' speaking ability at SMKN 5 Jember in the 2015-2016 Academic Year by dividing the students into group that consist of 4-5 member, it represented the education level (smart, average and under average) in each group and discussing with their group. The leader or the smartest of each group helped the member who had difficulties in some part of English speaking.



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Introduction

English is compulsory subject in teaching and learning process for kindergarten, primarily, secondary, senior and university students. And one of skill in English is speaking.

Speaking is important because it reflects to the student's knowledge about English. So that we can assume that speaking is the measurement of students' knowledge of English. According to Nazara (2011:29) Speaking is the most important skill that we can acquire, also it is the measure of knowing a language.

Some Indonesian students have problems in English speaking. Based on the result of Afisa's research (2015:11), she said that the students' difficulties when speaking English were vocabulary, Grammar and Pronunciation. Therefore, based on the result of the research above, it reflects to the students' confident when speak English because they still have low competence in English speaking. They are shy to speak English, they are still afraid to speak up in the class because they are afraid if they are wrong. They are afraid to speak English because they are still not comfort with their knowledge of English. Harmer (1988:123) concludes that there are three main reasons for getting students to speak in the classroom.

Firstly, speaking activities provide **rehearsal** opportunities – chances to practice real-life speaking in the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have opportunities to *activate* the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Based on the observation in class MMD 1of SMKN 5 Jember on March 24th, the finding of this research in class X Multimedia 1(MMD 1) were the English teacher was using question – answer technique for speaking class. The students able to speak English but they did not pay attention on the grammar, pronunciation and vocabulary. They sometimes spoke English with mixing it in Indonesia. Also, the students are shy when they speak English, they are not confident when they speak English, they are afraid if they will make a mistake in speaking exactly making mistake in front of their friend (the tenses, the pronunciation of words and vocabulary).

Based on the explanation above, Students Team Achievement Division is the best method to solve

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the students' problems in speaking ability. Students Team Achievement Division (STAD) is one of method in cooperative learning, and the best model for beginning teacher which using this cooperative approach (Slavin: 2005: 143). STAD can help the students' speaking ability from their social life and relationship by dividing the students into group that consist of 4-5 member, it represented the education level (smart, average and under average) in each group and discussing with their group. The leader or the smartest of each group helped the member who had difficulties in some part of English speaking.

Therefore, the research was conducted the X Multimedia 1 (X MMD 1) at SMKN 5 Jember in the 2015-2016 Academic Year to prove that Students Tam Achievement Division (STAD) can improve the students' speaking ability.

Research Method

The design of this research is Classroom Action Research because this research is intended to improve speaking ability by using Students Team Achievement Division (STAD) method at SMKN 5 Jember. The Classroom Action Research is chosen to be a design of the research because the objectives of the research are to improve the performance the teaching and learning, to improve

an education relevance, to improve the standard education and education control efficiency (Elfanany, 2013:5). This research is conducted collaborate with the tenth grade teacher of SMKN 5 Jember. Based on the research design, the action of the research are implemented in four steps, in which explained by Lewin in Elfanany (2013:33), those are:

1. Planning
2. Acting
3. Observing
4. Reflecting

The subject of this research will be the X Multimedia 1 (X MMD 1) class of SMKN 5 Jember that consists of 36 students. The subject is chosen by interviewing the English teacher and observing the class for collecting data that the researcher needs. The subject is chosen based on the students' speaking that needs to improve.

• Preliminary Study

The researcher did preliminary study to get the preliminary data and information about the subject of the research. The researcher chose the students of X MMD 1 because this class had difficulties in speaking English ability. There were 35 students in the class X MMD 1. They were 13 males and 22 females.

The researcher used interview, observation and test to collect data in preliminary study. The test is conducted to know their speaking

ability. The researcher made a simple speaking activity. The students should describe the picture that was given by the teacher. The result of speaking test 26 % of the students achieved the standard minimum score (≥ 70) and 74.2 % the students could not achieve the standard minimum score (≥ 70). The result of Speaking Test was 74.2 % of students could not achieve the standard score (≥ 70). So, it proved that most students had difficulties in speaking English, exactly in pronunciation, grammar and vocabulary.

1. Planning

Planning of the action is preparation of the material, tools and all needs that connected with the research's activities in the class.

- Selecting the material that is used in teaching speaking.
- Preparing the material and constructing the lesson plan for cycle 1 and cycle 2 (the lesson plan of cycle 2 is revised from cycle 1).
- Preparing the scoring criteria to score the students' speaking test.
- Setting the criteria of success.

2. Acting

This research is implemented in the school hours. The action of this research is the students work in group and the speaking test uses presentation in the class as the form of STAD method. There are 3 meetings in each cycle, 90 minutes in

each meeting also 90 minutes for speaking test. Speaking test is given as the measure of the students' speaking ability.

3. Observing

The observation will be done by the researcher during the teaching learning activity. The observation is used to know the result of students understanding about the material that they studied. The researcher will use speaking test to measure and score the students' speaking ability after the process of teaching learning through presentation as the form of STAD method in each cycle. The speaking procedures are the researcher prepares making a group consist of 4 students and a legend picture series to the students. Then, each member of group should tell the picture series personally. The researcher record what the students said and score it.

4. Reflecting

Reflection is conducted as the last step of action research and analyzed the result of observation and test to know how far the development of the methods' success to solve the problems in the class and what kind of factors that caused it failed. This research compares the activity result with the criteria of success. And to measure the students speaking percentage, this research uses this formula:

$$E = \frac{n}{N} 100\%$$

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Where:

E : The percentage of students scored ≥ 70 in speaking ability.

n : The number of the students achieving the minimum standard scores.

N : the total number of the students.

(Adopted from Ali in Agustina, 2011:30)

The criteria of success are used to know whether the implementation of the action achieve or not. The criteria of success is taken based on the minimum score (SKM) of the school.

In this research is used achievement test, because this research is aimed to measure the students speaking achievement. (Arikunto, 2013:194) stated that achievement test is a test that is used to measure the achievement after learning something. This test is used to know the result of students' speaking ability after giving a treatment and practice. In this research, speaking test applied by asking the students to explain a narrative picture series prepared by the teacher. The aspects are covering fluency, grammar, vocabulary and pronunciation

The observation checklist is also the instrument of the research and it will focus on the responsibility, motivation and attendance of students and the students can be called active if they got ≥ 6 of 12 and passive ≤ 6 of 12 in the teaching

learning process. The instrument of this research uses checklist to observe students' active and passive learning in the class.

▪ **Validity of the Test**

According to Arikunto (2013:211), "a test is called valid if it is able to measure what should be measured". In this research, content validity is used because the content of material is based on curriculum 2013.

▪ **Reliability of the Test**

According to Arikunto (2013:221), "Reliability is an instrument that we can trust as a tool for collecting data because the instrument is good." It means that the instrument which is reliable can produce a consistent data and the collecting data can be believed to measure the condition of the variables. Inter-rater reliability is used to know whether the instrument (oral test) is reliable or not by analyzing data from only once test result. In this research, the researcher uses Alpha formula.

The formula is as follows:

$$r^{11} = \frac{K}{K-1} \frac{(1-\sum ab^2)}{\sigma^2 r}$$

Where:

r^{11} : Reliability of the instrument

K : Number of Questionnaire item

$\sum \sigma b^2$: Variant item

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σ^2r : Total variant
(Arikunto,2013:239)

The criteria coefficient of correlation:

0.00-0.20 : Very low correlation
0.21-0.40 : Low correlation
0.41-0.70 : Enough correlation
0.71-0.90 : High correlation
0.91-1.00 : Very high correlation

(Purwanto, 2013:139)

Based on the result calculation of the try out test that is given to the students in X MMD 2, the reliability of the try out test is 0.90 ($r^{11} = 0.90$). It can be concluded that the test has a high correlation, therefore, the test is reliable.

Discussion

The Classroom Action Research in this research was teaching speaking skill by using Student Teams-Achievement Divisions (STAD). The research was done in three meetings in each cycle. There were two cycles in the research.

Description in Cycle 1

The first meeting the researcher introducing STAD, after the researcher explained about what is the STAD itself and how the rule of the STAD, the researcher explained the material to the students and the topic was story about Sangkuriang. Then, the teacher announced the

group that consisted on 4-5 students and they are classified on their score in English subject previously. After that, the researcher gave the picture series to each group. Then, in the second meeting, after discussing the picture, each group had to present the result of discussion by telling the story in front of the class. And, the third meeting was conducted on 12 May 2016. In the third meeting was held for speaking test.

Description in Cycle 2

The weaknesses are found in the cycle 1. The researcher planned the lesson plan still based on the 2013 curriculum. In cycle 2 there was revision that each group discussed Timun Emas story to find out the difficult words that they cannot pronounce well and do not understand the words, then they discussed it with the teacher. The teacher corrected the students' pronunciation of the words, then the students imitated what the teacher had pronounced, the teacher did not give time to each group to discuss before doing the speaking test and the teacher did not give feedback and comment to each group.

In the first meeting, , the teacher gave a story of Timun Emas. Then, the teacher gave instruction that each group had to discuss about Timun Emas story and found out the difficult words that they cannot pronounce well and did not understand the words, then they

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discussed it with the teacher. The teacher corrected the mistake pronunciation of the words, then the students imitated what the teacher had pronounced.

In the second meeting, students discussed about Keong Emas picture series that was given by the teacher with their group for 10 minutes. Then, they had to present the result of discussion with their group in front of the class. The teacher gave a comment and feedback to all of performances and the other group could also give a comment about their friends' performances.

The third meeting was conducted on 20 May 2016. In the third meeting was held for speaking test.

The Result of Cycle 1 and Cycle 2

Based on the result of speaking test in cycle 1, it was 51% students who got ≥ 70 , and the target percentage that students must increase to achieve the minimum standard score (≥ 70) was 75%. It means that there is cycle 2 in order to increase the tenth grade students' speaking ability by using Students Team Achievement Division (STAD) and make sure can improve their speaking ability. Based on the result of speaking test in cycle 2, it was 82% students who achieved ≥ 70 . Therefore, the criterion of success is achieved because more than 75% of the students could achieve the target score. Therefore,

the use of Students Team Achievement Division (STAD) method can improve speaking ability of tenth grade students at SMKN 5 Jember.

Based on the result above, STAD can solve the students' problem that is the problem from themselves. After applying the STAD method in the class, they are more active in the class, they are more confident when speak English, they have a good attitude and relationship with others. STAD helps students from their social life and relationships, so it can affects their ability because they are not afraid anymore, they are not shy to their friend because they think that their friend will help them if they have difficulty in some part of English. It can change their mind from negative thinking to positive thinking. So, dividing students into group is good to increase their logical thinking and relationships and it can affects to their ability.

Khan & Inamullah (2011) say that STAD is good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills. STAD also add an extra source of learning in the groups because some high achievers act as a role of tutor, which result in high achievements. Tiantong and Teemuangsai (2013) mentioned the successful researcher of using STAD, "in term of learning achievement using the STAD, a

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study of Keramati (2009) entitled "The effect of cooperative learning on academic achievement of physics course", it is found that experimental group students taught by cooperative learning (STAD technique) are more successful than control group students. At this point, it is found that cooperative learning increased academic achievement of students to a higher level when compared to conventional teaching method (Keramati, 2009), similarly, a study of Yu (1998), it is found that subject in the cooperation tended to have higher scores on both the posttest and questionnaire measuring attitudes toward science course (Yu, 1998). It is concluded that STAD is successful to improve students' ability in many fields, especially in speaking ability.

Conclulsion and Suggestion

Based on the data analysis, hypothesis verification, and discussion, it can be concluded that:

Student Teams Achievement Division (STAD) can improve students' speaking ability at SMKN 5 Jember through dividing the students into group, asking the students to discuss the material that was given by the teacher, and presenting the result of discussion in front of the class..

6.2 Suggestions

Due to the results of the research which showed that Student Teams-Achievement Division (STAD) can

improve the students' speaking ability, some suggestions are proposed to the following people:

1. For the English Teacher

It is suggested that the English teacher can use STAD to make students comfort to speak English and easier to understand the material because they solve the problem that was given by the teacher with their group. Hopefully, the students' speaking ability will be improved. Besides that, speaking ability has its own difficulties that the English teacher give more attention, exactly in the pronunciation, fluency, vocabulary and grammar.

2. For the Students

The suggestion for students is they need more practice in speaking exactly in aspects, such as, fluency, pronunciation, vocabulary and grammar. So, students should work hard to try to speak English, do not be shy and enjoy the speaking task. This method gives them more chances to speak actively and confident with their group and it will help students improve their speaking ability.

3. For Other Researcher

The result of this research can be used as an input for other researcher to conduct further research to complete this research so that it can give benefit for all educators.

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