

IMPROVING THE TENTH GRADE STUDENTS' SPEAKING ABILITY BY USING STAD AT SMKN 5 JEMBER

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Abstract

Speaking is important because it reflects to the student knowledge about English. Based on the result of preliminary study, most of them have problems with confidentiality, because they still have low competence in English speaking. 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. STAD is one of method in cooperative learning that consist of five components in implementing the method, those are class presentation, team, quiz, individual progress score and team recognition.

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 STAD method can improve the speaking ability of the tenth grade students of SMKN 5 Jember.

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%.

Based on the research result, it can be concluded that STAD can improve the students' speaking ability at SMKN 5 Jember by dividing the students into group that consist of 4-5 member, it represented the education level 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.

Key Words: *Speaking ability, Student Teams-Achievement Division (STAD)*

I. Introduction

Speaking means creative process, an active interaction between speaker and listener that involves thought and emotion (Underwood 1997 in Akhyak and Indramawan, 2013). 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. "Speaking is the most important skill that we can acquire, also it is the measure of knowing a language" (Nazara, 2011).

Some of Indonesian students have problems with the four skills above. And each skill has different difficulties. This research concerns on the students' speaking ability, and Indonesian students, have difficulties to prove their speaking ability. Based on the result of Afisa's research (2015), she said that the students' difficulties

when speaking English were vocabulary, Grammar and Pronunciation. So, 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. In addition, according to Akhyak and Indramawan (2013), to acquire speaking competence students must have many aspects of speaking competence such as pronunciation, structure, vocabulary, content and fluency. So, based on the explanation above, students must master of those aspects. So that the researcher wants to improve the students' speaking ability.

Some of the advantages of speaking competence are that we can know the world. We can share our experience and knowledge with another people with different country and we can easier get a job. "Having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world. So improving English speaking competence is very important for the Indonesian students where we know speaking is extremely need to gives the big contribution to students to perform their communication skill better" (Akhyak and Indramawan, 2013, p. 18).

Harmer (1988) 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 1 of 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. And it was known that the Tenth grade students of SMKN 5 Jember in the academic year 2015-2016 had difficulties in speaking. 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). It was shown by the students when they practiced in front of the class.

Based on the explanation above, Student-Teams Achievement Divisions (STAD) is able to solve the problems that faced by the students and it can improve students' speaking ability.

The problem of this research is how can Students Team-Achievement Division (STAD) improve tenth grade students' speaking ability at SMKN 5 Jember in the 2015-2016 Academic Year? And the objective of this research is to find out how Student Teams-Achievement Divisions (STAD) method can improve the speaking ability of the tenth grade students of SMKN 5 Jember.

This research is expected to give the following benefits to:

1. The researcher: As an experience in teaching speaking and hopefully will get many benefit of this research for the researcher teaching experience in the future.
2. The students: They can know their weakness in speaking ability, so that they can know which part of their weakness that has to improve.
3. The English teacher: The teacher can know how far Students Team Achievement Division improve the students' speaking ability
4. The Other Researcher: As an input for other researcher to conduct further research to complete this research so that it can give benefit for all educators

II. Method

The design of the research is Classroom Action Research (CAR). 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). 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), those are:

Planning

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

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. It is given to the research subject in each cycle. The implementation of the action cycle 1 and cycle 2 based on the lesson plan. 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.

Observing

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.

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. The researcher evaluates the results of the activities to know whether or not the action that given to the students is successful. The cycle is stopped if the action research criteria have been achieved. If not, the cycle will be continued until the action research is successful with revising the teaching method. Finally, this research gives a conclusion to answer the research problem. To measure the students speaking percentage, this research uses this formula:

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

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 Asti, 2011, p. 30)

The criteria of success is taken based on the minimum score (SKM) of the school. Student who gets at least 70 or ≥ 70 , she/he success in reach the minimum score. The actions are considered successful if 75% students achieve the target score ≥ 70 . This target is determined by considering preliminary study and the standard minimum score of the school.

This research was conducted in X Multimedia 1 (X MMD 1) class of SMKN 5 Jember in the 2015/2016 Academic Year. There were two cycles, and each cycle consisted of three meetings. Cycle 1 was conducted on the 28th of April 2016, the 29th of April 2016 and the third meeting was speaking test which was done on the 12th of May 2016. Cycle 2 was conducted on the 13th of May 2016, the 19th of May 2016 and the speaking test was conducted on the 20th of May 2016. Each Cycle was carried out through procedures or step of Classroom Action Research that consisted of four steps (1) planning, (2) acting, (3) observing, and (4) reflecting.

This research chooses STAD as the method to improve students' speaking ability. Student Teams-Achievement Divisions (STAD) is one of method in cooperative learning, and the best model for beginning teacher which using this cooperative approach (Slavin: 2005). Further, according to Tiantong and Teemuangsai (2013, p. 86), "STAD is a cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. Students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity." Implementing STAD as the method to improve students' speaking ability is easy. Slavin (2005) states that STAD is one of the easiest method for who is a beginner teacher in using cooperative approach. The following explanation is the component of implementing the STAD:

1. Class Presentations, teacher introduces STAD materials most often with a lecture followed by a discussion presentation is clearly focused on information associated with the STAD unit

2. Teams, teams are composed of 4–5 students who represent a cross-section of the class in academic levels, gender, and race or ethnicity major function of the team is to prepare its members to do well on the quizzes after the class presentation, the team meets to study worksheets or other materials most often the study takes the form of students quizzing one another back and forth team members work to ensure that their teammates understand the content and work on correcting misconceptions and mistakes teams are very important in STAD – emphasis is placed on team members doing their best for the team – the team provides peer support for academic performance and provides mutual concern and respect only two worksheets and two answer sheets are given to each team

3. Quizzes, after one period of teacher presentation and one period of team practice, students take the quizzes individually quizzes are composed of course content-related questions they are designed to test knowledge gained by students from class presentations and during team practice students are not permitted to help one another during the quizzes – this ensures that every student is individually responsible for knowing the material

4. Individual Improvement Scoring, students receive a quiz score and an improvement score each week

5. Team Recognition, each week teams receive recognition for the sum of the improvement scores of the team members each week the teacher prepares a news letter to announce team scores and to recognize individuals who showed the greatest improvement or got perfect standings, and reports cumulative team standings a newsletter is the primary means of rewarding teams and individual students for their performance; teachers can also use bulletin boards and special privileges.

This research uses Inter-Rater reliability. 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
 $\Sigma \sigma b^2$: Variant item
 σ^2r : Total variant

(Arikunto; 2013, p. 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, p. 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.

III. Result and Discussion

The result of the research in cycle 1, the data is presented that from 35 students, there were 17 or 48% students were not achieved the minimum standard score (≤ 70). It means that not all students got ≥ 70 . Besides that, there were 18 or 51% students got ≥ 70 . It means that almost a half of the students were not achieved the minimum standard score ≥ 70 .

The problems that were found in cycle 1 are the students' weaknesses for most are those pronunciation and fluency. Sometimes they pronounce the words with different way which cannot be acceptable in native of English, also it can make misunderstanding when they have conversation with the native of English. And pronunciation also can influence their fluency because they are still hard to pronounce words. So, this research must be continued to the next cycle, that is cycle 2, to know and make sure how far Students Team Achievement Division (STAD) can improve students' speaking ability. If in cycle 2 achieve the target score, it

means Students Team Achievement (STAD) method can be used in teaching and learning speaking.

The result of the research in cycle 2, the data is presented that from 33 students, there were 6 or 18% students who got (≤ 70). It means that not all students got ≥ 70 . Besides that, there were 27 or 82% students got ≥ 70 . It means that almost all of the students were achieved the minimum standard score ≥ 70 . Therefore, it was not necessary to continue the next cycle, because more than 75% of the students achieved the target score. Therefore, Students Team Achievement Division (STAD) method can be implemented in teaching and learning speaking skill. The percentage of the students' score that achieve the target score (≥ 70):

Table 1. Result of Students Speaking Test

Preliminary Study	Cycle 1	Cycle 2
26%	51%	82%

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.

In addition, some of previous studies were in agreement with this researcher finding about STAD method. According to Rai (2007 in Khan &Inamullah, 2011) say that STAD is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. Also, 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. The explanation above make the researcher is convinced that STAD method is the best way for teaching and learning

speaking in the class. Also, the result of Gumilang's research (2014:9), he said that Students Team Achievement (STAD) can improve students' speaking ability, it is shown in cycle 2, and their score increase significantly.

Tiantong and Teemuangsai (2013) mentioned the successful researcher of using STAD, "in term of learning achievement using the STAD, a 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.

Based on the implementation of Student Teams Achievement Divisions (STAD) of tenth grade students at SMKN 5 Jember, the studies above are connected with the real condition in the class those are students get many chances to speak, they are more confident to speak English because their group would help them if they get difficulties in expressing their idea. They have a good relationship and attitude with their friend. They are happy during the class so that it can stimulate the students to be more active in the class. Therefore, they feel comfort when the speak English in the class. Even though they did a wrong pronunciation, their friend and the teacher would help them to pronounce words well.

Therefore, it is prove 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.

IV. Conclusion

Based on the result of the research and discussion, it can be concluded that teaching speaking by using Students Team Achievement Divisions (STAD) can

improve the speaking ability of the tenth grade students exactly in grammar by discussing with the group, the pronunciation by imitating the English teacher 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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