

IMPROVING STUDENTS' SPEAKING SKILL BY USING STAD

(STUDENT TEAMS ACHIEVEMENT DIVISIONS)

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Abstrak

Kemampuan berbicara merupakan keahlian yang penting dimiliki oleh siswa. Dengan mampu berbicara yang baik, siswa akan mampu menyampaikan ide dan pendapatnya. Hasil akhir yang diharapkan dalam pembelajaran adalah kemampuan berbicara dalam bahasa inggris. Salah satu usaha dalam mencapai tujuan pembelajaran bahasa inggris adalah dengan menerapkan metode pembelajaran yang bisa merangsang siswa untuk berbicara bahasa inggris. Salah satu metode yang digunakan adalah STAD (Student Teams Achievement Divisons). STAD merupakan salah satu bentuk pembelajaran kooperatif yang menekankan siswa untuk belajar dalam kelompok dan bertanggung jawab meningkatkan kemampuan setiap anggota kelompok. Karena nilai yang dihasilkan setiap anggota kelompok mempengaruhi nilai akhir kelompok. Melalui penelitian yang dilakukan penulis, dapat disimpulkan bahwa penerapan STAD dalam proses pembelajaran bahasa inggris mampu meningkatkan kemampuan berbicara siswa.

Keywords: *Speaking Ability and STAD*

INTRODUCTION

Speaking is one of the four English skills that have to be mastered by learners in language learning. The learners who are able in speaking means

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they are able to share ideas and opinions to listeners through English speaking. Speaking ability is viewed as the measure of knowing English. It is a requirement that is important for success of Indonesian students in welcoming the globalization era. The output of learning process is hoped able to communicate in English. Both of written and oral communication is important, but, nowadays, communication by oral is encouraged as a sign of successful in language learning. This condition shows the important of speaking as the tool of communication in learning English.

The results of questionnaire those are distributed by the writer showed most of students are shy to speak. They must be thinking about their environment that is not so tolerant with their mistakes in English speaking. Here, students (77,4%) are afraid of making mistakes and errors because their friends usually laugh at them. Another problem is limited vocabulary. They (67,7%) are not confidence to speak because they have limited vocabulary and have difficulties in pronouncing a lot of words in their sentences well which would be caused by a lack of practices in the part of the students. Next, they think mostly about the correct grammar of sentence while speaking. In their mind, they (61,3%) want to say something with correct grammar and structure. The students do not think about how to say something communicatively. Finally, many of students (93,5%) are rarely to practice English with their friend in classroom and outside classroom. It can be concluded that the students have some problems in speaking as indicated by the fact that they are shy to speak, afraid of making mistakes, have limited vocabularies, have difficulty to pronounce words, and have low ability in grammatical sentence.

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The students' problem in speaking can be influenced from the teacher. First, the teacher does not use English frequently in English class. Using English in teaching will help students more familiar with English and support them to use English. Second, the teacher does not use various techniques in teaching and learning process. Basically, teacher should find and use a better technique. The teacher can make a good learning environment in classroom. Third, the teacher does not use appropriate methods in learning and teaching process. The teacher usually uses teacher center method. This method cannot give students autonomy to express and create their opinion and ideas in teaching and learning process.

Seeing those problems, the writer assumed that if the students were treated in right method of learning, they would be motivated to practice the language so that they had good skill in speaking English. The writer believed one of the methods that can be used to overcome the students' problem in speaking is Cooperative Learning. Slavin (1995) states that Cooperative learning refers to a variety of teaching method in which students work in small group to help one another learn academic content. He also states that in cooperative classroom, students are expected to help each other, to discuss and argue each other, to assess each other's current knowledge and fill in gap in each other understanding. All cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. They are just not as a good listener in the classroom, but be good participant in learning process

One of the type cooperative learning is Students Teams Achievement Divisions (STAD) STAD is simple cooperative learning when applying in

the classroom. Slavin (1995:60) explains STAD has positive effect in improving students' self-esteem, creating norms that support high achievement, increasing students' feelings that their outcomes depended on their performance rather than on luck, and improving social interaction. This type encourages students to have responsibility in improving their knowledge, because their contribution for their group work will influence their group's score. So, students are not only depending on smart students in their group.

STAD is team-learning method that provides opportunities for students to solve the problem in learning, develop their skill, and help each other in group. It may increase students' willingness to speak and motivating students to improve their competence in speaking. That is why, the researcher wanted to see the improvement of student speaking skill by using this method.

DISCUSSION

Speaking Skill

Chaney in Kayi (2006) defines "speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". This definition states that the process of speaking needs context that can be used verbal and non-verbal symbol. Other definition is stated by SIL international (1999), it defines that "speaking is the productive skill in the oral mode that is more complicated than it seems at first and involves more than just pronouncing words. Speaking, usually, happen between oneself to other self".

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Brown (1994:24) states that speaking “as an interactive process of constructing meaning that involves producing, receiving, and processing information”. It can be clarified that speaking has process to construct a meaning. In speaking, the students can construct the meaning if they are able to produce, receive, and process the information.

Brown (2004:142-143) explains micro and macro skills in speaking. The micro skills relate to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. However, the macro skills concern on the speaker’s focus on the larger elements, such as, fluency, discourse, function, style, cohesion, non verbal communication, and strategic options. The lists of those skills are important in assessment task.

The micro and macro skills include 16 different objectives to assess in speaking. Micro skills include ability in producing differences among English phonemes and allophonic variants, different lengths of language chunk, English stress pattern, reduced forms of words and phrases, fluent speech at different rates of delivery, use an adequate number of lexical units, monitor one’s own oral production, use grammatical word, produce speech in natural constituents, express a particular meaning in different grammatical forms, and use different devices in spoken discourse. However, macro skills include communicative function, sociolinguistic features in face to face conversations, link and connection between events and communicative, verbal and non verbal cues, and using a battery of speaking strategies.

Bygate (1980:142) states that “speaking is often thought as a popular form of expression”. For elementary level of students, the expression

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includes students' ability to reproduce the sound of language, use of appropriate vocabulary in sentences, use idiom, give comment on someone sentence, condense verb, use appropriate greeting, and do conversation. For intermediate level of students, the expression includes ability of using agreement expression, identify place and people, use capability expression, give opinion, use suggestion expression, report the event, and conclude a conversation.

Brown (1994:102-103) explains generic description of speaking. It consists of four levels; novice, intermediate, advanced, and superior. Ability of novice level is to communicate minimally with learned material. Then, speaker at intermediate level is characterized from the ability in combining and recombining learned elements, though primarily in a reactive mode, initiate, use a simple way basic communication basic task, ask, and answer questions. Next, advanced level is characterized by speaker's ability to satisfy requirements of daily situations, routine school, and work situation. Finally, superior level is characterized by the speaker's ability to participate effectively in formal and non-formal conversation on practical, social, professional, and abstract topic. It also includes ability to support opinion and hypothesize using discourse strategy.

According to Hughes (1989:131) there are some speaking indicators that can be evaluated in research. They are accent, grammar, vocabulary, fluency, and comprehension. Accent is concerned with the pronunciation produced by the students whether it is like a foreign accent or not. Then, grammar is concerned with students' error of using the grammar or pattern that causes misunderstanding. Vocabulary is concerned with students' ability in selecting a word and applying the accurate form in the accurate

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situation. Next, fluency indicates students' speed in speaking, slow, incomplete sentence, smooth, or speaks like native speakers. The last, comprehension is concerned with the students' understanding about the type of conversation, speech topic, and its style.

Weir (1993:43) explains criteria of speaking assessment are appropriateness, adequacy of vocabulary for purpose, grammatical accuracy, intelligibility, fluency, and relevance and adequacy of content. Appropriateness relates to sociocultural convention of language. Adequacy of vocabulary for purpose is concerned with using of appropriate vocabulary. Then, grammatical accuracy relates to sentence pattern. Next, intelligibility relates to rhythm, intonation, and pronunciation. Fluency is concerned with speed and length in speaking. And the last, relevance and adequacy of content is concerned with students' response toward the task.

Hadley (2001:444) explains criteria in speaking assessment are communication, accuracy, fluency, vocabulary, and pronunciation. The form of oral proficiency scoring categories is also given by Brown. Brown (2004:172) explains the categories are grammar, vocabulary, comprehension, fluency, pronunciation, and task. Then, Finocchiaro (1983:227) states that speaking skill can be assessed through some indicators. There are comprehension, pronunciation (including word accent and sentence pitch), grammar and word order, vocabulary, and general speed of speech and sentence length.

Teaching Speaking

In teaching and learning process, especially in English, speaking is crucial part and as one of the skills that have to be mastered by the students

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in learning. The goal of teaching speaking skills is communicative efficiency. Many language learners believe speaking ability as the measure of knowing a language. In this case, ability in speaking is needed to improve by strategy from the teacher and the learner. NCLRC (2003) stated that learners should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Ur (1997:120) explains the characteristics of successful speaking activity. First, learners talk a lot and the teachers should allocate more time and opportunities for students to talk. Second, every student has a chance to speak and a talkative student does not dominate classroom discussions. Third, the students have motivation to speak. They want to speak because they are interested in the topic and have something new to talk. Finally, the students are able to express themselves in utterance that are relevant, comprehensible each other, and acceptable level of language accuracy.

Ur (1997:121) explains several things that can be held by the teacher in teaching speaking; use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, and keep students speaking the target language. Group work will increase the amount of time the students talk during the given period time. It also lowers the inhibitions of the students who are unwilling to speak in front of the class. Next, using easy language helps students speak fluently with minimum hesitation. It is also a good idea to review essential vocabulary before starting the activities. And the last, the teacher may point students or group of students who monitor and remind the students to use the target language, and may report later to the teacher.

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Other suggestions are given by Davies (2000:82). He explains some clear implications for teaching. First, the teachers should try to create a relaxed atmosphere in classroom so that the learners are not afraid in speaking in front of the classroom. In this case, the teacher can do speaking activities in pairs and group, so that the learners can speak English without the rest of the class listening. Second, the teacher has to be able to expose the learners to naturally pronounced speech and integrates some pronunciation work into the lessons. The students will not learn to pronounce intelligibly, or to develop speaking skill in general, if they do not hear enough natural speech. Finally, the learners are accustomed to combining listening and speaking in real time in natural interaction. The most important opportunity for this is in the general use of English in the classroom.

Davies (2000:85) explains activities that develop the ability to participate effectively in interaction in classroom and outside classroom. Those activities are problem-solving/decision-taking activities, discussion and debates, group projects, warm-ups and fillers, and unscripted role-plays. Other activities in speaking are explained by Richard (1997:ix). He explains that there are a number kinds of activities focus in speaking, such as giving feedback, conversation, pair work, role play, and group work and class activities.

Brown (2007:146) states that teacher has to create situation where students are not afraid to speak. The teacher should use some techniques to lower inhibition, build students' self-confidence, help students develop intrinsic motivation, and promote cooperative learning. To lower inhibition, the teacher may implement techniques such as play game and

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communication game, do role play, sing songs, use group work, laugh with students, and have students share their fears in small group. Then, to build students' self-confidence, the teacher may tell students that she/he believe their competence. Next, reward can be given to help students develop intrinsic motivation. Finally, the teacher can promote cooperative learning by direct students to share their knowledge, play down competition among students, get the class to think themselves as a team, and work in small group.

Brown (1994:256) suggests that there are some suggestions given to overcome students' problem in oral performance. The suggestions are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation, and interaction. Clustering means fluent speech is phrasal, not word by word. Redundancy means speakers' opportunity to make meaning clearer through the redundancy of language. Then, reduced forms include constructions, elisions, reduced, vowel, etc. Performance variable includes performance hesitation, pauses, backtracking, and correction. The speaker may insert certain fillers such as uh, um, well, you know, I mean, like, etc in pauses or hesitate. Colloquial language means make sure that learners are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms. Rate of delivery means helping learners to achieve an acceptable speed along with other attributes of fluency. The last, interaction means learning to produce waves of language in a vacuum without interlocutors.

There are some important elements in teaching and learning. Lewin (2011) defines it as group, facilitation, experience, feedback, unfreezing,

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participant observation, and cognitive aids. Davies (1999) states students are more affected by positive feedback and success. Reward may be given as a form in appreciate students' effort. Moreover, group learning provides learners with a rich discourse environment and multiple opportunities for face to face interaction. Rogers (1996:357) explains when the students are collaborating in small groups, they have substantially more chance to practice language without worrying if their production is exactly right.

Claxton in Ros (2011) gives other opinion. He states that "teachers can promote learning power through explicitly value and discussion, way to talk to group and individuals about their learning and achievement, the activities selected, and model about learning". Davis (1999) states the teacher should maintain the students' interest to create the effective learning. Bruner (2011) explains that students' interest in learning process is important. It caused students' intrinsic motivation. Motivation is a key component in learning. It can be concluded that important elements in learning are learners, teacher approach and teacher quality, class management, material, and cognitive aids.

Theories from Ur (1997), Davies (2000), Brown (2007), Rogers (1996), and Claxton (2011) showed the importance of group work in teaching speaking. They believe that learning in group will increase students' self-confidence, willingness to speak, and give chance for students to share their idea and problems in speaking. One of team learning methods is STAD. This method gives more chance for students to learn material in group and allocate more time and opportunities for students to talk. Slavin (1995:6) states, in STAD, the students encourage their teammates to do their best, expressing norms that learning is important, valuable, and fun. They

may discuss any problems, discuss approaches to solving problems, help each other, and assessing their strengths and weaknesses to help them succeed. In short, STAD is suitable when applying in teaching speaking.

Student Teams Achievement Divisions (STAD)

Teaching as an art has several techniques that has purpose to increase quality of learning process. One of techniques developed is cooperative learning. Johnson in Mifflin (1997) explains that cooperative learning methods have proven effective in increasing students' motivation, self-esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates and increasing performance on tests of comprehension, reasoning, and problem solving. All of these advantages in learning may be difficult to find when student learn individually, because the idea of cooperative learning is working in the group.

One of the cooperative learning methods is Student Teams Achievement Divisions (STAD). It is one of the simplest of all cooperative learning methods, and is a good model to begin for teachers who are new in cooperative learning. Slavin (1995:71) states there are five major components in STAD; class presentation, teams, quizzes, individual improvement scores, and team recognition.

All of the components have to do by the teacher who wants to apply this technique in the classroom. Slavin (1995:71-73) explains the procedures in applying STAD in teaching and learning process. First, material in STAD is introduced in a class presentation. This is often direct instruction or a lecture-discussion conducted by the teacher, but could include audiovisual presentation. Class presentations in STAD differ from usual teaching. Here, the students must focus on teacher explanation. Material in STAD can be

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adapted from textbook or other published source, or with teacher-made materials. Second, teams are composed of four or five students that are heterogeneous on academic performance, sex, and ethnicity. The function of the team is to make sure that all team members are learning and to prepare its members to do well on quizzes. Third, quiz is given by the teacher after one to two periods of teacher presentation and one to two periods of team practice, the student's individual quiz. Fourth, calculate individual improvement score. Each student is given a base score, derived from the student's average past performance on similar quizzes. The purpose of individual improvement score is to give each student a performance goal that can be attained if they work harder and perform better than in the past. Finally, the teacher gives certificates or other rewards if their average score exceed a certain criterion.

Slavin (1995:5) explains that students are assigned to work in teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their group to make sure all group members have mastered the lesson. Then, all students take individual quizzes on the material. Here, they may not help their friends. Students' quiz score are compared to their own past averages or base score, and then points are given to each team based on the improvement from earlier performances or base score. These points are added to form team scores. The teams get certificate or other appreciation based on criterion of group, whether super team, great team, or good team. The whole cycle of activities including teacher presentation, team practice, and quiz usually takes 3-5 class periods.

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The main idea behind STAD is to motivate students to encourage and help each other master skills presented by the teacher. Slavin (1995:6) explains if students want their team to get rewards, they must help teammates to learn the material. They must encourage their friend to do the best, expressing norms that learning is important, valuable, and fun. Students work together after the lesson that is given by the teacher. They may work in pairs and compare answers, discuss any problems, and help each other with any misunderstanding. They may discuss approaches to solving problems, or they may quiz each other on the content they are studying. They work with their teammates, assessing their strengths and weaknesses to help them succeed on the quizzes.

The steps of learning process in STAD are as following Armstrong explanation. Slavin in Armstrong (2000) explains that the teacher introduces new material through a lecture, class discussion, or some forms of a teacher presentation. Team members then collaborate on worksheets design to understanding the material that is taught by the teacher. Team member may work in pairs, quizzing each other, discuss problems in a group, or use whatever strategies to learn the material. Each team will receive answer sheets. The teacher explains clearly to the students that their task is not complete until all team members understand the material. Then, the students take individual quizzes. Teammates are not permitted to help each other on quizzes. The quizzes are graded by the teacher and individual scores are calculated into team scores by the teacher. Each student contributes to the team score because the improvement of their quiz score is calculated as team score. If the student's quiz score is higher than the base score, the student will contribute positively to the team score.

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The regulation in finishing individual quiz encourages each students to mastered the material. Slavin (1995:6) states that this individual accountability motivates students to do a good job in explaining to each other and mastered the information or skills being taught.

STAD may improve student's caring with other, responsibility with their task and their group. The important point in this process is every student has same role in his or her group. All students in the group have to give contribution in group work. Beside many positive effects during work in group, the way of scoring in this approach also has positive effect for student. Armstrong (2000) explains "this scoring methods reward students for improvement while the use of improvement points has been shown to increase student academic performance even without team." All students feel responsible to group task, because students own score will influence group score. It influences student habit in learning. They always feel that they have important parts in every learning process. So, they have to give contribution in that process.

Slavin (1995:80) states "students earn points for their team based on the degree of their quiz score exceed their base score". In this case, base score represent students' score on past quiz. STAD is started after the teacher gives quiz for students. Students' score on quiz is used as base score. If students' quiz score are more than 10 points below base score, the students get 5 improvement points. Then, the students get 10 improvement points when they get 10 points below to 1 points below base score. The students get 20 improvement points when their quiz score are same with base score to 10 points above base score. 30 improvement points will be

added when the students' quiz score are more than 10 points above base score or regardless base score.

The reward is given by the teacher for the group that get high improvement points. Slavin (1995:80) explains three levels of reward. These are based on average team scores. Good team is given for the group with 15 team average. Great team is given for the group with 20 team average. And the last, Super team is given for the group with 25 team average.

Slavin (1995:6) states "STAD is a general method of organizing the classroom rather than a comprehensive method of teaching any particular subject". Here, the teacher may use own lessons and other material in teaching. STAD has five major components; there are class presentations, teams, quizzes, individual improvement scores, and team recognition.

CONCLUSION

The factors that influenced students' speaking skill by using STAD is collaboration in group that increases students' knowledge, activeness, self-confidence, and willingness to speak. The next factor is media/audiovisual that makes students have high attention in learning process. It makes them feel interested toward the lesson. Another factor instructional material that is suitable for the students' level. It makes them enjoy in learning. Then, Reward that given to the best group also the factor that makes them more diligent to develop their ability. The last factor is teacher's role as facilitator and source of information in learning. The teacher gives clear explanation and instruction for the students, more help and attention to the slow learners, increases students' motivation, and as partner in learning. So, they have

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willingness to speak without worry to make mistake and confidence to speak.

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