

Using Student Teams-Achievement Divisions (STAD) Strategy to Improve the Students' Speaking Skill at Vocational School

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Abstract: The present study was conducted in order to describe how Student Teams-Achievement Divisions (STAD) Strategy can improve the students' speaking skill. The researcher used Classroom Action Research (CAR) and applied it in the teaching of speaking of XII TKR 2 of SMK Negeri 1 Madiun. The finding of this research indicated that the STAD Strategy was successful in improving the students' speaking skill. The STAD Strategy employed in this study consisted five steps, namely: (1) forming teams; (2) class presentation; (3) quiz; (4) individual improvement score; and (5) team recognition. The activities in those five steps which were done chronologically improved both in the students' speaking achievements and the students' participation during the teaching and learning of speaking.

Key Words: speaking skill, student teams-achievement divisions (STAD) strategy

English is one of compulsory subjects for students of vocational school. As what is stated on the content standard of national education standard board or *Badan Standar Nasional Pendidikan (2006)*, the purposes of English subject in *SMK* are: (1) mastering the basic knowledge and skill of English to support the students in achieving the competency of their expertise program; (2) applying the mastery of the ability and skill in English to communicate both spoken and written communication on the intermediate level. As Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." In line with the statement above, Brown (2000:267) says that language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language.

Due to the importance of speaking English the students of vocational school who are prepared to enter industries and become employers to be are expected to meet the requirements needed to apply for the job. If two equally qualified candidates apply for a position, English skill is often used as a decisive factor for employment.

In fact the researcher found that the students still have some hindrances related to speaking skill. The first hindrance was related to the students' confidence to speak English. The second hindrance was

related to the English grammar. The third hindrance that also exists among the students was their vocabulary. The fourth hindrance which came from the teacher was that the teacher rarely conducted real speaking activities in speaking class. The hindrances of students' speaking skill caused by some factors such as: (1) inappropriate teaching strategy; (2) lack of students' involvement in the teaching and learning process; (3) monotonous teaching materials.

This research also found that the hindrances in the students' speaking skill also caused some problems. The problems were concerning the teaching and learning speaking conducted by English teachers. The problems identified were classified into the problem on the speaking score and the problem on the students' attitude toward speaking English.

Concerning the problems, the researcher decides to find a strategy which is appropriate to the students. This strategy will be able to encourage the students to be involved in the classroom activities. Gebhard (1999:11) states that the teacher should create activities to get students involved in interacting in English. The researcher applied Student Teams-Achievement Divisions (STAD) Strategy to improve the students' speaking competence.

This research, specifically, aimed to solve the problem related to the speaking score by using Stu-

dent Teams-Achievement Divisions (STAD) strategy. Student Teams-Achievement Division (STAD) as part of cooperative learning is one of several forms of student team learning, in which individual groups are teams that compete against one another. In the STAD strategy students are divided into heterogeneous teams of four to five students.

According to Slavin (1995:71) there are five major components in Student Teams-Achievement Divisions such as class presentation, teams, quizzes, individual improvement scores, and team recognition. In this present study the researcher emphasized the using of STAD strategy by arranging the five major components into five steps, namely: forming teams, class presentation, quiz, individual improvement score, and team recognition.

This study is intended to improve the students' speaking skill using Student Teams-Achievement Division (STAD) Strategy. Describing the procedure of manual operation certain electronic devices in speaking skill is the focus of this study because this ability is required by the students of vocational school when they enter industries.

METHOD

The research design used in this study is classroom action research (CAR). In this case, the classroom action research is administered by the teacher to share their experiences in overcoming the problems faced in the classroom.

In relation to the technique used in this study, the researcher implemented the Students Teams-Achievement Divisions (STAD) as the teaching strategy to improve the students' speaking skill. In this study, teaching speaking using STAD is observed toward the success of speaking class which is judged by the amount of students' talk in the class and the improvement of students' achievement score in speaking.

Since the study conducted employs the classroom action research design adopting Kemmis and Taggart's models (in McNiff, 1992: 27), the researcher commences her study through administering planning, acting, observing, and reflecting in terms of spiral activity.

The subjects of the research used by the researcher are the twelfth grade students of TKR 2 in *SMK Negeri 1 Madiun*. There are 34 students in

class. The students get four session of English subject weekly.

The data of the research are taken during the strategy implemented. It is obtained by instruments such as observation checklist, field notes, a questionnaire, an interview guide and a scoring rubric. Moreover the researcher used the students' speaking score to generate the data. All the data derived from the students' speaking score are described quantitatively to see whether the students have made significant improvement.

RESULTS

This findings encompass the results of the students' speaking achievement test, the using of STAD strategy and the result of observation on the students' participation during the teaching learning process.

Dealing with the result of students' speaking achievement test in this present study, it can be illustrated briefly in Table 1, showing the students' score on the achievement test (Cycle 1 and Cycle 2) as follow.

Table 1. The Students' Achievement in Implementation STAD

No	Criteria of Success	Preliminary	Cycle 1	Cycle 2
Average score	75	72.50	73.82	76.76

The preliminary study showed that the students' mean score as 72.50. In the first cycle the result of the students' achievement test was 73.82 in average was below 75 as minimum score determined as the criteria of success. In Cycle 2, the result of students' achievement test was 76.76 in average which obviously above the determined score, 75 as the criteria of success, or improved 4.26 points; higher than the point determined as the criteria of success.

Related to the using of STAD strategy, the findings showed that the teaching of speaking by using STAD which was done by following the five steps chronologically has successfully improved the students' speaking skill in two cycles.

Related to the students' participation during the teaching learning process, the findings showed that the students demonstrated positive involvement in the teaching learning activities. They were at good category in terms of teaching learning activities during the teaching of speaking by using STAD.

DISCUSSION

The findings of the research showed that STAD strategy could improve the students' speaking skill. Using Analytical rubric for oral presentation proposed by Allam (1997:11) which covers four aspects such as Ideas and Content, Organization, Language and delivery with the criteria of success: the mean score of the students' speaking score is equal or above 75 as the minimum passing grade, the students speaking performance in the Cycle 1 failed. The main problem of the students' low score was in language and delivery aspect. They still depended on the notes and sometimes mispronounced some important words. In other aspects, like Ideas and Contents and Organization, most students scored "good".

Due to the result of Cycle 1, the Cycle 2 was done by giving more examples or modelling and clearer explanations. As a result, almost all the students reached the minimum passing grade. Only 5 students did not reach the minimum passing grade. The mean score of the students' speaking score was above the minimum passing grade 75. Finally, the conclusion that can be drawn in using STAD strategy is that STAD strategy is successful in improving the students' speaking skill, especially in obtaining the mean score of the student's speaking score that met the criteria of success equal or above minimum passing grade 75.

Teaching speaking is undoubtedly a challenging task for teacher. As previous researchers have put emphasis on the important of speaking as the core of the second language acquisition (Gebhard, 2000:143). Based on the finding of this research, using STAD strategy is one of the appropriate ways to teach speaking. The researcher using STAD strategy, a model of cooperative learning to improve the speaking skill of the students. The using of STAD strategy in the teaching learning activities in was based on the consideration that the students like to study in groups.

In line with the purpose of the study, the researcher utilized Classroom Action Research (CAR). The study comprised two cycles. The two cycles were done since in the first cycle, the students' improvement was not yet overtly seen. It was shown by the mean score of the students' achievement in Cycle 1 which was below 75 as criteria of success; even though in general the observation done in the first Cycle showed the students' improvement on

their participation. Accordingly, some revision were made in terms of teaching procedures to get more effective way of teaching. the revisions were naming group, giving more example or modelling and awarding the winner. After revisions were made, the next implementation showed better condition in terms of student's speaking achievement and involvement during the teaching of speaking.

In this present study STAD strategy was used with 34 twelfth graders of vocational school who had problem in describing the procedure how to operate certain electronic devices as taken from preliminary study. There were five steps of STAD strategy such as forming teams, class presentation, quiz, individual improvement score and team recognition. Those five steps of STAD strategy were done chronologically. Those five steps of STAD strategy were covered into three stages of teaching learning activities. The three stages of teaching learning activities covered pre-activity, whilst-activity, and post-activity.

One step of STAD strategy was forming teams. In this step the teacher formed the teams or group. The STAD' teams or groups represent a cross-section of the class. The finding showed that each teams in a class that consisted of high achievers and low achievers, made the class more attractive and active in discussing the materials given. This model of mix ability made every member help each other in finding the answer of some comprehension questions (Slavin, 1995). The team is the most important feature of STAD. At every point, the emphasizing was placed on team members doing their best for the team, and on the team doing its best to help its members. The team provided the peer support for academic performance that was important for learning, and it also provided the mutual concern and respect that were important for such outcomes as intergroup relations, self esteem, and accepting mainstreamed students.

Besides forming the groups, the teacher also arranged the seating cluster. Many different ways exist to arrange classroom seating, each with its own benefits and drawbacks. Tuffelmire (2011) states that the most effective seating will depend on the teaching style of the teacher and the goals of the class.

The finding in the second step that is class presentation showed that just giving presentation and explanation about how to describe the procedure how to operate certain electronic devices by using Power point (PPT) without providing a good example or model was not enough. The students needed to have

examples that would help them understanding the material easier. Other finding in this step was related to questions and answer activity. Durkin (in Burn, 1996) notes that the use of question in the class foster comprehension because students give more time to the material related to answer. When conducting this activity, the best way was by pointing at/calling on the students randomly. The finding showed that the way of checking the students' answer by pointing at/calling on the students randomly, made the low achievers were more active in giving responses.

Due to the motivation to study in quiz, it was needed an effort to design creative, effective, and innovative quiz that encourage the students to take part actively during the teaching learning process. The teacher who used monotonous tasks created students' boredom. Referring to the creative and innovative design, the teacher used games as the quiz activity. Byrne (1995:55) stated that games are kinds of play that can bring students to joyful and fun activities. Besides breaking from routine activities, games were also a way of getting the students to use the language in the course of game. The using of game as quiz activity was proved as an appropriate way to improve the students' speaking skill.

Based on the findings related to individual improvement score, it was shown that when the teacher asked the volunteer of the teams to describe the procedure how to operate certain electronic devices in front of the class, most of the presenter were from high achievers. That is why, it was important to the teacher to ask the presenter of the teams by pointing at or calling on randomly.

Related to the team recognition, according to Slavin (1995), a team may earn certificates or other rewards if their score is the highest among other teams. When it was applied in this present study, the result showed that the students' wish to be the winner in the quiz and motivated to study and help each other mastering the material. It was also indicated that team rewards and individual accountability were essential for basic skill achievement. The rewards for improvement made the students have high motivation to study in order to obtain the achievement.

In reference to the students' involvement and their attitude toward the use of STAD strategy, most students had positive response toward the STAD strategy used for improving speaking skill. The indication of their positive attitude found in questionnaire and field notes which is in line with quotation from

Ur (1996:120) who mentions four characteristic that indicate the successful speaking activity in the classroom. They are: (1) learners talk a lot, (2) participation is even, (3) motivation is high, and (4) language is of an acceptable reason. Students used most time allotment for speaking which was relevant to the topic in the classroom. The aspects of students' improvement in their involvement during the class have close relation that STAD strategy is interesting. As a result almost all students showed positive response toward the use STAD strategy.

CONCLUSIONS & SUGGESTIONS

Conclusions

Based on the findings, the researcher comes into a conclusion that five steps of STAD strategy namely, forming teams, class presentation, quiz, individual improvement score, and team recognition which were done chronologically in teaching of speaking can improve the students' speaking skill. The conclusion derived from the result of the students' speaking performance, the students' involvement and their attitude toward the implementation of the activities.

The success of the STAD strategy in improving the students' speaking skill depends much on its application. The result of this research demonstrated that the STAD strategy is able to beat up the students' speaking skill when it is implemented through the five steps such as forming teams, class presentation, quiz, individual improvement score, and team recognition chronologically.

The use of the STAD strategy has some strengths in the teaching of speaking. Firstly, the individual students can freely and confidently speak up without any embarrassment. Secondly, it really facilitated the students in learning and provided them with ideas to speak since they were given and provided language input before doing the speaking activity. Thirdly, it provoked the students to work cooperatively since they were required to work in group. And finally, it made the students more active in the learning process and at the same time made their learning more meaningful and fun for them. In short, the STAD strategy has provided rich environment where meaningful communication took place so that it could contribute a great deal to students in developing basic interactive skills necessary for their life.

Suggestions

Since the study has demonstrated that the using of five steps of STAD strategy which were done chronologically could improve the students' speaking skills, it is recommended that the English teachers apply the STAD strategy by following the five steps in their speaking class, especially in a classroom hampered with low motivation, poor proficiency, and high degree of reluctant.

In applying the STAD strategy, the teachers are also supposed to develop the procedure by adapting and adopting the procedure in implementing the STAD strategy which is appropriate to the topic and the students' speaking ability level. Providing example and modeling became the parts of the activities before assigning the students to do individual improvement. It is also suggested that the teacher should use various activities and interesting presentation such as implementing video rather than give lengthy explanation to make the students familiar with the topic to be discussed. The success of the activity depended much on the students' familiarity with the topic to be discussed, and facilitated the students to grasp the idea of the task from seeing an example or a model than from a verbal explanation.

Related to a practical difficulties regarding monitoring the students activities in STAD strategy, it is suggested to the teacher to consider the number of groups to make easy to the teacher to control the group and circulate from one group to the next. It is also suggested to the teacher to give remedial to the failed students.

Regarding the limitations of this study, it is suggested to the other researcher to distribute the assignments to every members of group equitably to make all students active. Further, it is suggested to

the other researchers to conduct the study using STAD strategy at the different level of education as the target subject to improve the students' speaking skill and to lessen their difficulties in speaking class.

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