THE INFLUENCE OF STUDENT TEAM-ACHIEVEMENT DIVISION (STAD) IN DEVELOPING STUDENTS' SPEAKING SKILL

Rahmat Firnanda[1]
Sofyan A. Gani
Iskandar Abdul Samad

Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

The research was implemented to find out the effectiveness of students team achievement division (STAD) as a part of cooperative learning in teaching speaking to improve the students' speaking skill and also to know the students' responses toward the implementation of STAD in teaching speaking at XI IA 2 class of SMAN 1 Lhoong, Aceh Besar. The population of the study was the eleventh graders of SMAN 01 Lhoong, Aceh Besar. The number of the samples was 40 students consisting of 20 students from the class XI IA 2 as the experimental group, and 20 students chosen from the class XI IS 2 as the control group. The data of this research were collected by giving tests; (pretest, posttest), and questionnaire. The data collections were analyzed by using SPSS 17. The percentage formula was used to analyze the students' perceptions toward the implementation of STAD in the experimental group. The result shows that the mean score of experimental group was 70.95. Meanwhile the control group was 68.70. Moreover, the significant value of both the experimental and control groups in the post-test was 0.04 which is lower than $\alpha=0.05$. It means that H_a was accepted and H_0 was rejected and it can be concluded that the use of STAD in teaching speaking skill enhanced the students' speaking skill, compared to the teaching speaking in conventional method. Meanwhile, the result of questionnaires shows that STAD could enhance the students' confidence in learning speaking skill.

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[1] Corresponding author: firnand@gmail.com

INTRODUCTION

Speaking skill is an essential part in learning language as a tool of communication. Language in general is studied to be used to connect among people by communicating in verbal to understand and comprehend each other. Brown, 2004, p.140 states that speaking is a productive skill that can be directly and empirically observed. It shows that speaking produces a language which can be observed in certain aspects such as pronunciation, fluency, grammar, etc.

In education world, the transfer knowledge of language involves teachers and students as important elements in teaching and learning language. Having said that, the teaching process plays the crucial part in achieving the goal of learning. In this circumstance, the teaching method needs to be considered as a component which determines the success of the process of teaching and learning.

The emphasis of the point explained above is a principal particularly in delivering material lessons that students regard as a nightmare in learning language like those in English speaking. Teaching speaking need to be served to students with interesting idea so that it doesn't look boring. Harmer (1991) says that the methods by which students are taught must have some effect on their motivation in the process of learning in the classroom.

Students will get many benefits from learning speaking since the goal of learning language is to communicate as Richards and Renandya (2002) state that speaking is one of the central elements of communication

According to Paulette Dale and James C. Wolf, it can be called a speech if that speech has the information in it. Dale and Wolf (2006) state that the communication will be more useful if the partner gets the information from that communication process.

Many schools emphasize grammatical aspect in order for students to be able to answer many questions in grammar based questions as the basic in learning English. Nonetheless, this passive way in learning English forget the main principal in learning language particularly in English as global language, which is the ability of speaking passive. Cameron (2001) states that speaking is an active use of language to express meanings so that other people can make sense of them. By this

statement, the researchers thinks that students need to be taught the core principle of language learning. Speaking is the key in learning English language so that students can show and deliver the meaning in order to make people understand what students say.

It means that the learning English is not only about learning grammatical aspects in constructing sentences but also understanding an appropriate implementation of those aspects in oral performance.

The explanation above indicates that there are two matters that must be focused: teaching method and speaking. There is a bold line that connect between both of these important items so that the teacher should find a correct formula to bridge them in producing great output of teaching and learning language process. In real classroom situation, most of the students can solve and answer grammatical questions given by their teachers but face some odds in performing speaking. The researchers think that the problem is in the teaching method which cannot stimulate and push students ahead in performing speaking. Therefore, a solution is needed to solve the problem by conducting an investigation.

This research was proposed based on some real situations the researchers saw in schools, particularly in senior high school level. Most of the students felt shy every time the teachers wanted them to perform speaking before their friends. The insecurity and less confidence are among aspects of difficulties that the students face in learning English language. Consequently, many students could not reach the score of 75 as the minimum standard score.

Based on the situation which the researchers explain above, the researchers start to look deeper about methods and techniques in teaching English speaking. From the research, there is one method of cooperative learning that can be utilized to solve the problem in teaching speaking for the students particularly in senior high school. The method is student team-achievement division (STAD). In the implementation of STAD method, students are divided into some groups based on their academic capabilities to work as a group to achieve the learning goals. After a teacher teaches a material of the lesson, students will discuss a new material which given by the teacher. Students in every group have responsibilities to make sure that their friends get the understanding in the same level. Thus, the utilization of this learning method is hoped to improve students' speaking abilities. Additionally, this method also requires each group to conduct a class presentation. Slavin (2005) states that STAD is a unit so that students

realize they have to give their attention to this class presentation to help them perform the quiz.

Previous studies have found the effectiveness of STAD in improving students' speaking skill. A study conducted by Azizah (2016) found that the students' achievement in eleventh grade in Pelita Harapan was improved by using STAD. Another research was undertaken by Yanti (2015) and this study also found that the students' speaking ability in eighth grade of junior high school significantly increased.

Therefore, basing on the findings of the two aforementioned studies, the researchers thought that STAD can solve the students' problems in improving their speaking skill. This technique is expected to be effective to teach speaking because the students are assumed to be more interested to learn with their colleagues than to study independently.

From the researchers' perspective explained above, there is a need to conduct a study with the title *"The Impact of Student Team-Achievement Division (STAD) in improving student' speaking skill"* to prove whether the finding of this study was consistent with those found in the previous studies.

Research Questions
1. Does the use Student Team-Achievement Divisions (STAD) improve students' achievement in speaking?
2. How are the student' responses toward the teaching of speaking by using   Student Team-Achievement Divisions (STAD) in teaching and learning process in the classroom?

Research Objectives
1. to find out if the use of Student Team-Achievement Divisions (STAD) improve students' achievement in speaking.
2. to investigate the students' responses toward the teaching of speaking by using Student Team-Achievement Division (STAD) in teaching   learning process in the classroom.

LITERATURE REVIEW

The Definition of Speaking

Brown (2010) elaborate that speaking becomes a great challenge for language learners. Brown and Yule (1983) contend that speaking is often the skill upon which a person is judged at face value. People mostly in many circumstances make their own judgments or opinions of our speaking aspect toward the language development (Mc Donough & Shaw, 2003). It means that speaking is the aspect that becomes a big deal which students face because they must deal with some items related to speaking practice such as vocabulary, fluency, and pronunciation. That is students' reasons for considering speaking as a difficult skill for them. In this situation, teachers must think and create a framework in improving the students' capabilities. In developing speaking skill, students need to work on their confidence and practical aspect of speaking. Richards and Renandya (2002) emphasize that language in any form need to be practiced. They further acknowledge that giving students interesting themes or topics in the context of speaking practice can encourage students to develop their confidence in practicing the language they learn.

Assessing Speaking

There are some ways how teachers assess students' speaking ability. The purpose is to know whether students can communicate effectively in the spoken language model. Yule and Brown (1983) state that communicating effectively is clearly a feature of primarily intersectional speech. There are some items that are considered to be evaluated such as vocabulary, grammar, fluency, and pronunciation.

Cooperative Learning

Cooperative learning is defined as a technique that is used by teachers in teaching to encourage students to learn collectively in group or work as a team so that they can assist the process of learning by their own assessment among them in their group. This technique of teaching is really a successful breakthrough for teachers in applying many kinds of materials of language teaching and relates the students to the materials in teamwork. Thomas and Nair (2013) explain that cooperative learning provides students with a situation of learning language which stimulates them in communicating with their

classmates by working each other among students together under a well-structured framework (Thomas & Nair, 2013 p. 23).

Cooperative learning becomes a great choice for teachers in creating the classroom that doesn't put students in pressure and insecure in mastering class materials particularly speaking skill by arranging and organizing the classroom with an interesting method stressed in working collectively in group or teamwork (Shabaan & Ghaith, 2005, p. 15)

STAD (Student Team Achievement Division)

STAD is one of the teaching techniques of cooperative learning. In cooperative learning, learners are instructed to follow learning language process by putting them into some groups. Sharan (1994) mentions STAD as a method that has a specialty in arranging and maximizing the circumstance of classroom preparation. Through this method, teachers divide learners into some groups which contain of 4 or 5 students. There are some indicators teachers can use to divide them into groups, such as their capabilities of intellectual, race, gender, or academic background. Students have responsibilities to assist each other toward their errors or difficulties they face in the process of learning by using STAD. It is very useful for them to decrease their shyness and overcome their anxiety by asking each other the problems they encounter. Although in STAD students are divided based on the differences of their capabilities in speaking performance, they can still motivate each other and create a comfortable situation among them. Therefore it will influence students' understanding and comprehension to the material without pressure because they have to fulfill all responsibilities prescribed in STAD. An example of responsibility is that each member of a group should explain a material to each other so that group members can understand the materials from their own friends, making the learning process comfortable.

There is no doubt that this method is a breakthrough for teachers in organizing the classroom in order to make it more interesting and comfortable for students by applying certain items such as class presentations, quizzes, team, and individual improvement scores.

Implementation of STAD in Teaching Speaking skill

In communication, the aspect considered being urgent is speaking. However, most language students avoid taking a chance to practice their speaking because it is regarded as a difficult skill. In fact,

Richards and Renandya (2002) admit that practicing target language orally is difficult even for adult people who learn to speak new language. Nevertheless, Brown (2004) argues that speaking can be produced by observing the language in detail to find out the key to master it.

The statement above implies that students need a well-structured framework of guidelines in mastering target language. It is the framework that enables students to involve in direct communication among themselves.

In this case to develop the main aspects of speaking skill such as vocabularies, grammar, pronunciation, and fluency, students need to practice target language as often as possible to achieve the comprehension of language which they learn. Practicing is very important in learning speaking. STAD can be used in the process of teaching and learning language to obtain this objective by dividing students into some groups. In the implementation of this method, every group can be made directly communicate and interact each other. Richards and Renandya (2002) also reinforce that the core of learning a new language is by utilizing it in interaction and communication. The goal of learning process by using STAD is to make the classroom situation comfortable for students in exchanging their perspectives and views toward the materials by practicing the language with their friends in group. This method creates less pressure for students because they interact and communicate with their classmates more than with teachers. Teachers merely facilitates and organizes the learning process. They also provide a well-designed material which is appropriate with the classroom situation. There are some steps teachers can do in implementing STAD. Teachers can explain briefly about the process of learning language, particularly speaking by using STAD to students. Teachers can organize and create groups or students based on indicators such as race, intellectual capabilities, and gender. After students are divided into group, they cooperate each other in solving the task given by teachers (Sharan, 1994, p.6)

RESEARCH METHODOLOGY

This research used the quantitative method. The design of this research was experimental research. In this experimental research, the researchers wanted to know the advantage of using STAD as a treatment applied for students in experimental group.

In this research, the researchers used true experimental design. The researchers employed the experimental research because in this study the researchers used all of subjects in the experimental group to get a treatment. In this study, there were two groups: experimental and control groups. The researchers gave different treatments to experimental and control groups. In experimental group, the researchers taught the students by using STAD, but in control group conventional teaching method was used.

The research was conducted at SMAN 01 Lhoong. It is located in Lhoong, Aceh Besar. There are 9 classes of the whole grades (grade X, XI and XII). The population of this research is the eleventh grade students of SMAN 01 Lhoong which consists of 3 classes and there were 60 students in academic year of 2017/2018. In this research the researchers used *purposive sampling.* In this case the researchers chose the participants intentionally so that they have an equal chance to be chosen from the population (Cohen & Morrison, 2005). The subjects of the sample were the XI-IS 2 students as the control class and the XI-IA 2 students as the experimental class. XI-IS 2 consisted of 20 students, while XI-IA 2 consisted of 20 students.

This research was an experiment. To know the effect of STAD method on teaching students' speaking skill, the researchers gave pre-test and posttest to experimental and control classes. A test is a procedure used to collect data on subject' ability or knowledge of certain disciplines (Seliger & Shohamy, 1990, p. 176). The researchers administered the test in oral form. The pretest was conducted in control and experimental classes prior to the treatment. The treatment was however only given for experimental class. The control class was taught by using a conventional method rather than STAD. The posttest was given to both experimental and control classes upon some treatments to compare the score result between both of the class.

The researchers conducted pretest and posttest to both experimental and control groups to know the students' speaking ability before and after the treatments were given. STAD were applied for experimental class. The researcher instructed students to sit in a group by dividing them based on the indicators such as academic intellectual, race, and gender. The assessment was conducted by using rubric score adapted from David P. Harris' rubric. It contains five items that can be assessed such as vocabulary, fluency, comprehension, grammar, and pronunciation (Harris, 1977). The researchers also used questionnaire to obtain the data pertaining to the perception or the views of students

about STAD implementation. The questionnaire consisted of 10 questions with 4 options; strongly agree, agree, strongly disagree, and disagree (Brown, 2010).

To analyze the data collected from pre- test and post- test, the researchers used quantitative statistics by using some statistical procedures to find out mean score, standard deviation and t-test from both experimental and control groups with the help of SPSS version 17. Then, statistical procedures were also run to identify whether the hypotheses in this research were accepted or rejected. These numbers of statistical procedures were used in order to observe the comparison of the scores from both experiment and control groups. The process of data analysis for both pre-test and post- test included the normality test and t- test.

Furthermore, to examine the hypotheses, the data from the experimental and control groups were determined and compared by using the statistical procedure of t- test. As we know, the level of significance degree for this social research was α=0, 05. Therefore, the criteria of measuring the hypotheses are that if t-test < t-table, H_a is accepted. On the contrary, if t-test > t-table, Ho is accepted. Sigma/P>0.05 means Ho was accepted, while sigma/P<0.05 means H_a is accepted. The scoring system of questionnaire was carried out based on the Likert scale. The data was processed by using the percentage formula as recommended by Sudjana (2005, p.43) as follows:

$$p = \frac{f}{n} x\ 100\%$$

In which p is the percentage; f is the frequency of how many answers are chosen; n is the total number of the students, while 100 is the constant value.

RESULT AND DISCUSSION

Test and Questionnaire
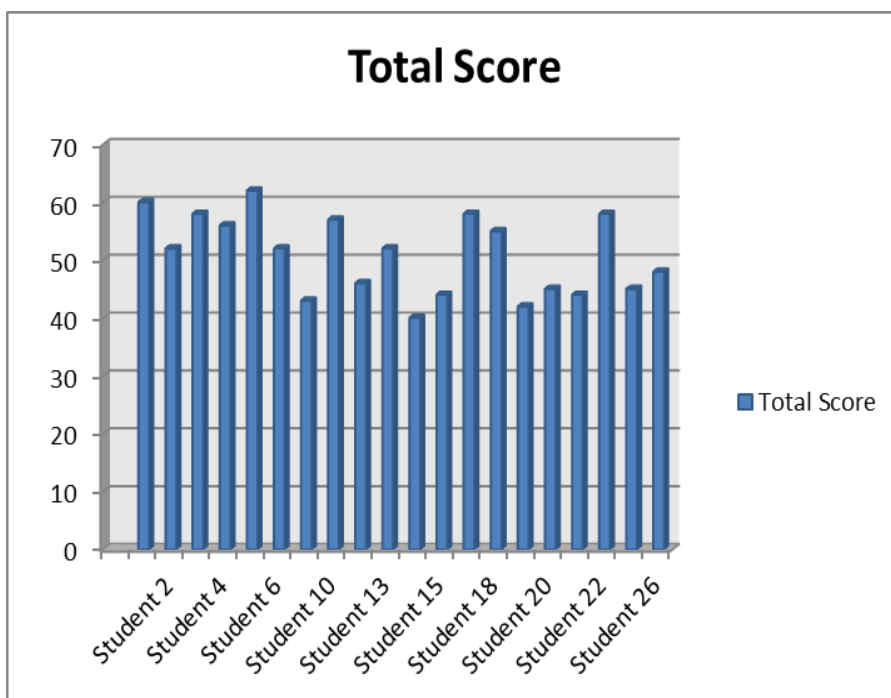*The Score of Pre-Test and Post-Test in Experimental Group*

Chart 1. Pre-test score of the experimental students

The chart above shows the distribution of pretest score from experimental group. Some aspects were analyzed and given the score by the teacher based on the answers they gave. The aspects analyzed were pronunciation, grammar, vocabulary, comprehension, and fluency. In pronunciation aspect, the highest score which the student achieved was 14 and the lowest score was 8. The score gap from the highest score to the maximum score was 4 points. It indicated that the score was at good category even though there were more than 10 students that only achieved score < 10. In the vocabulary aspect, there were 13 students that got score less than 10. The majority of students almost achieved half score from the maximum score of 20. It shows that the students still lack of vocabulary but not in the worst level.

In grammar aspect, 13 students got score 10 and lower than 10, indicating that the majority of students still had the obstacles in grammar. In their comprehension aspect of the pretest result, more than 10 students still got the score under 10 from the maximum score 20. They were still confused with the test or the topic.14 students had

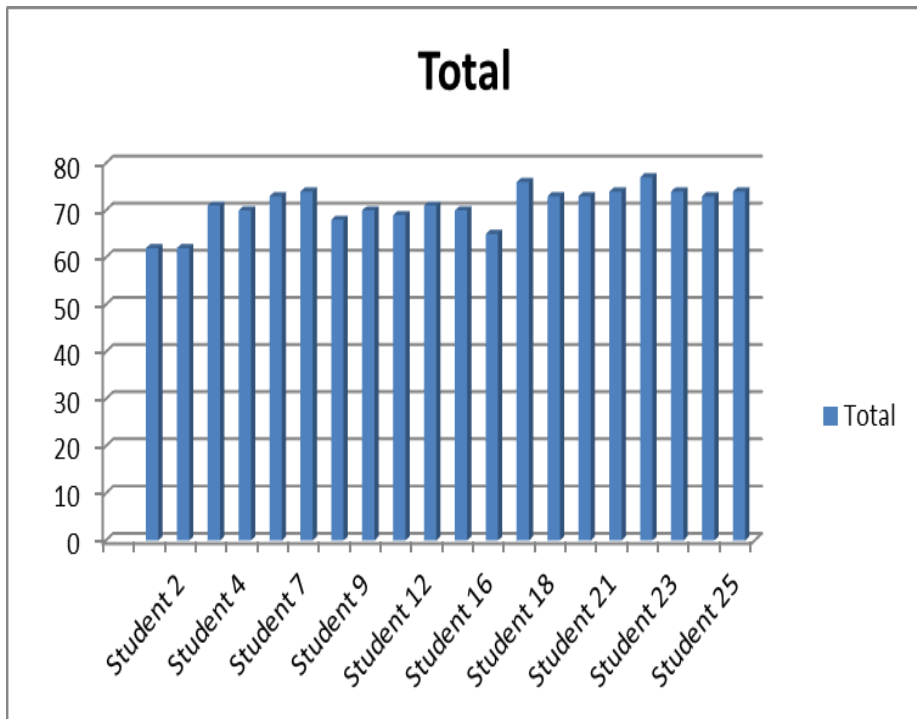problem in their fluency aspect. They still talked slowly with anxious feeling.

Chart 2. Students' Post Test in Experimental Group

The chart above displays the distribution of post test score in experimental group. There were more than 12 students who could achieve score less than 15 in pronunciation aspect. It was almost half of them who got increasing score approaching the maximum score 20. In the vocabulary aspect, there were 11 students whose scores were improved, starting from 15. When they practiced the material, each member of group helped each other in searching the vocabularies which they do not know. It helped them in memorizing the vocabularies. It can be indicated from the score result in vocabulary aspect. In the grammar aspect, 12 students got score of 10 and of more than 10 out of twenty. Most of them were analytical and confidence to ask the teacher the differences in grammatical aspect from the sentences in procedure text which the teacher gave. In their

comprehension aspect obtained from the pretest, there were 7 students who achieved the score 15 and higher. Although that was not half of the total samples, the rest of the students achieved score more than 10 and mostly the scores were improved when the teaching process was conducted through STAD. 8 students successfully achieved improvement in their fluency aspect. They talked less anxiously, more confidence and faster than usual.

Charts above are the scores of the whole tests for experimental group. There were 20 students in the experimental group. Based on the table above, it can be seen the difference of the score achieved by each student in the pretest and posttest.

The table showed that the lowest score of the pretest achieved by the students of the experimental group was 40. The lowest score was only gotten by one student. Meanwhile, the highest score was 62. There was only one student who got the highest score. However, in the post test, the lowest score achieved by the students in the experimental group was 62. The lowest score was only reached by two students. Meanwhile, the highest score got by this group was 77. It means that there was an improvement in students' speaking skill in post-test compared to the pre-test score.
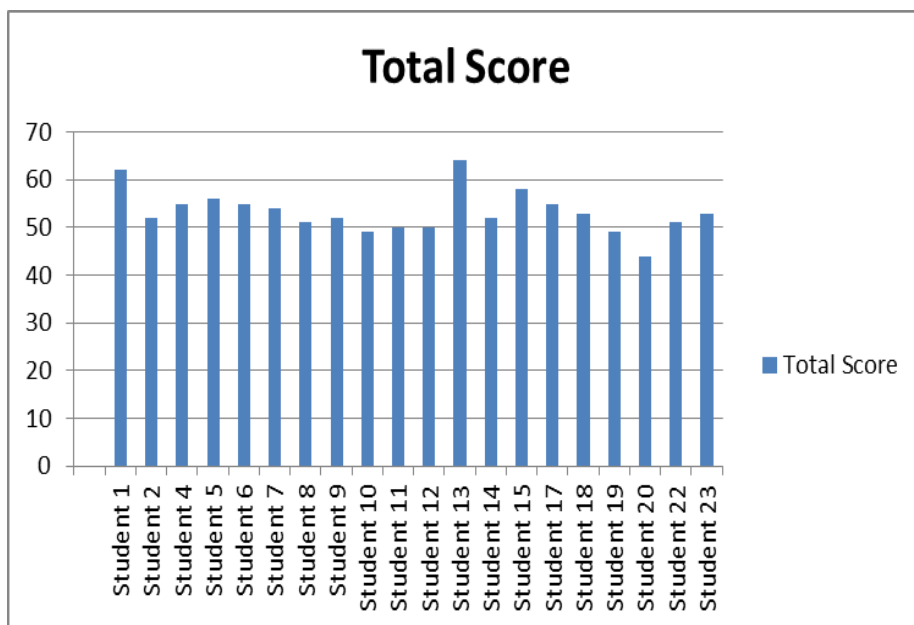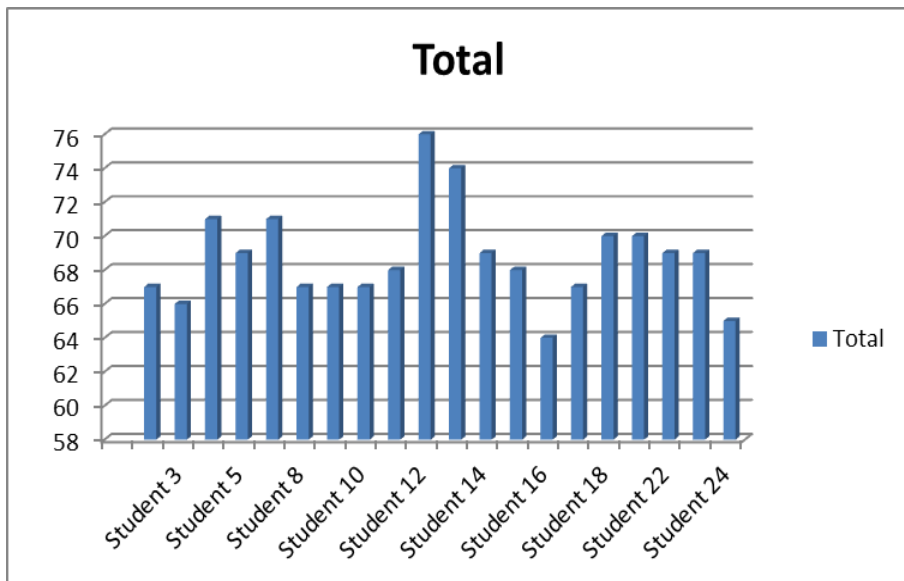

Chart 3. The Score of Pre-Test in Control Group

Chart 4. Students Score in Post Test Control Class

The charts above are the score of the whole tests for control group. There were 20 students in the control group. Based on the table above, it can be seen the difference of the score achieved by each student between the pretest and posttest in the control group.

The table also indicated that the lowest score of the pretest got by the students of the control group was 44. It was the same achievement with the experimental group. The lowest score was only reached by one student. Meanwhile, the highest score of in this group was 64 and only one student got it.

As for the post-test, the lowest score in the control group was 64 received by one student. Meanwhile, the highest score was 76 achieved by one student. In other words, over all there was also improvement in this group compared to the pre-test score.

In order to examine the data collected and to answer the research questions, it is important to follow the statistical procedures such as mean, standard deviation, and t-test.

Table 1. The Statistics of Control Group (CG) and Experimental Group (EG) Post-test

Class	Mean	Std. Deviation	N	t-value	t-value significance
Post-test CG	68.70	2.84	20	-2.116	0.048
Post-test EG	70.95	4.14	20		

The table above shows the statistical result for EG post-test and CG post-test where the mean score of EG in the post-test was 70.95, higher than CG post-test, 68.70. The Standard Deviation (SD) of EG in the post-test was 4.14, higher than CG which was 2.84. To see if there is a significant difference between the two groups, the t-test was needed. The significance value of both the experimental and control groups in the post-test was 0.048 which was lower than $\alpha=0.05$. In conclusion H_0 was rejected and H_a was accepted, meaning that there was a significant difference in terms of the speaking skill of the students taught by using STAD and those taught by using a traditional method.

The Result of The Students' Responses toward the use of STAD to Teach Speaking Skill

In order to answer the questions related to the students' perception in learning speaking by using STAD, the questionnaire was given to experimental group. The questionnaire that consisted of 10 questions was distributed to 20 students of the experimental group in the end of the research after the post test was given. The summary of the questionnaire results is presented in the following charts and table.
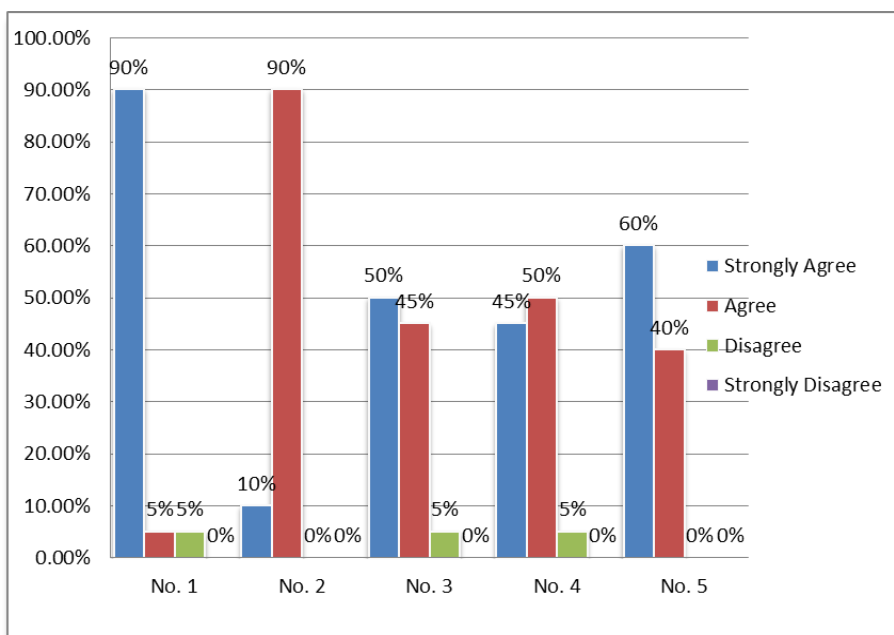
Chart 5. The percentage of the students' answer to items 1,2,3,4 and 5

Chart 5 presents the information related to the students' responses toward learning speaking. This chart shows that for the first item, almost all of the students (90%) at this experimental group strongly agreed that STAD motivated them in learning speaking skill. For the second question, 90% of the students answered 'agree' and only 10% of them responded 'strongly agree' that STAD was very appropriate to stimulate them in asking question to a teacher if they have obstacles in learning speaking. The third question shows that half of the students answered 'strongly agree' and 45% of the students agreed they were respected more by teacher and friends. As with the fourth item, 50% of the students agreed and 45% of them strongly agreed that learning by STAD made them feel better than others. For the fifth question, it can be seen that 60% of the students strongly agreed and 40% agreed that teaching speaking by using STAD did not make the class boring and could be an interesting teaching learning process among the students.
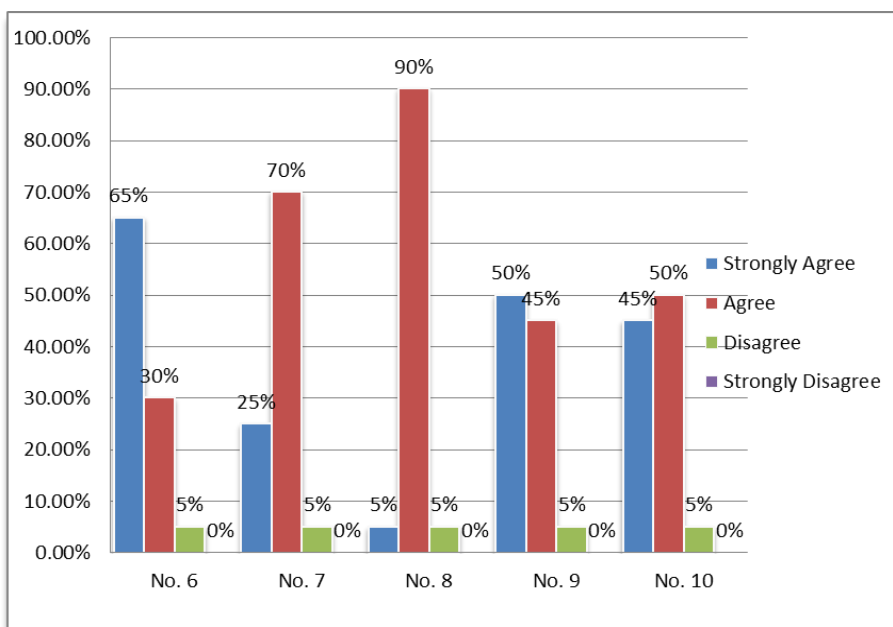
Chart 6. The percentage of the students' answers to items 6,7,8,9 and 10

Chart 6 presents the information related to the students' responses toward using STAD in teaching speaking. The sixth item displays that above 65% of the students strongly agreed that they felt interested and wanted to keep learning speaking by using STAD and 30% of them agreed toward the statement. For the following item, 70% of the students agreed that learning by using STAD could bring the confidence in learning English speaking and only about 5% of them did not agree about it. Moreover, almost 100% of the students strongly agreed with the eight question that students were interested in learning English speaking by using STAD and only 5% disagreed. From the question number 9, 50.00% of the students strongly agreed and 45% of them agreed to the item stating that using STAD could make them more active in practice English speaking inside and outside the class. The question number 10 represented 45 % of the students who strongly agreed and 50% of the students who agreed that using STAD improved their English speaking score.

Based on the percentage of each statement in the previous explanations, in this case, the questionnaire was needed to quantify in

the form of statistical data. The questionnaire which was distributed to 20 students in experimental group consisted of 10 statements with four alternative choices and its choice has its own score based on the Linkert scale' reference, as follow; 4 for strongly agree option, 3 for agree option, 2 for disagree option and 1 for strongly disagree option. Furthermore, the total score for 15 statements of the questionnaire which was distributed to 32 students as follows:

Then, the statistical data quantifying by using Likert scale can be seen as show in the table below:

Table 2. Percentage of students' responses in questionnaire

Alternative	Score	Frequency	Total Score	Percentage
Strongly Agree	4	89	356	52.3 %
Agree	3	102	306	45 %
Disagree	2	9	18	2.7 %
Strongly Disagree	1	0	0	0 %
Total		**358**	**680**	**100%**

a. The highest score : 10 x 20 x 4 = 800
b. The lowest score : 10 x 20 x 1 = 200
c. **The total score interpretation** : $\underline{\frac{680}{800}}$ **x 100% = 85.00%**

In line with the total score interpretation above, the illustration of the strength for the questionnaire based on Likert Scale is shown below:
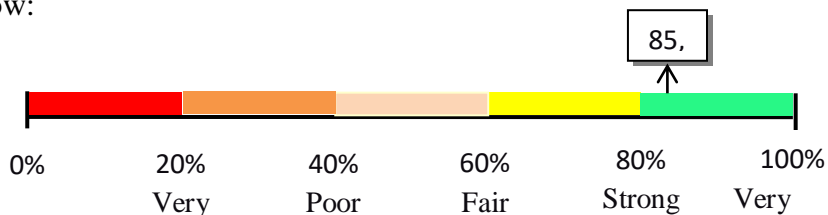
The researchers analyzed data by using SPSS 17. Over the teaching learning process, usually the students feel really shy and anxious. It would be worse if the students were not well prepared with the lesson' material. They would start to feel nervous and less confidence when they performed speaking in front of their classmates (Sinnasamy & Abdul Karim, 2014). However, the situation happened differently after

implementing STAD in experimental group. It was found that the students' speaking ability was improved. Besides practicing speaking and analyzing the task which the researchers gave, the bond among students was built as STAD emphasized learning by working in group, overcoming the students' less confidence and nervousness in the classroom particularly when they performed speaking. The students helped each other in motivating their friends in group in order to master the material (Johnson, 1983). The STAD also influenced their speaking skill. Their pronunciations, fluencies, vocabularies, and grammars were developed into the next level, compared to the level prior to the use of STAD. They were increased significantly.

The use of STAD made the classroom situation more alive. By using STAD such as making group discussion, it could make the students enjoy the lesson and motivate them to use language (Newman, 1982).

It can be concluded that STAD in teaching speaking was effective. It was proven with the students' score in post-test higher than in the pretest score. The mean score from posttest of experimental group was 70,95, compared to the pretest score which was 50,85. There was significant improvement in the mean score from posttest of experimental group which indicated that the result was relevant to the theory of Lave and Wenger (1990) who consider that STAD in practice can develop and improve the students' skill particularly speaking skill. It was also consistent with Azizah's finding (2016) that STAD could improve the student's speaking skill. Yanti (2015) supported the finding of this study that STAD could help students' speaking skills improve through working and learning by group so that they could help each other in gaining comprehension of material.

The researchers' claim above was supported by the data which had been elaborated. In this experimental research, the students' score in experimental group was significantly improved after using STAD in teaching speaking. It could be seen that after accumulating, analyzing, and comparing the students' scores in pre-test and post-test from experimental class and control class. Moreover, the hypotheses would accept or reject the alternative hypothesis (H_a) or null hypothesis (H_0) based on the level of significance degree in this research set at 5% or $\alpha = 0.05$. Alternative hypothesis (H_a) was categorized acceptance if t-value < t-table. It means there is any significant difference in speaking scores between the students taught speaking by using STAD and those who were not. On the contrary, null hypothesis (H_0) was accepted if t-

value > t-table. It indicates there is not any significant difference in speaking scores between the students taught speaking by using STAD and those who were not.

Furthermore, in this case, as we see in hypothesis testing, the results of this research is as follow; based on the pre-test conducted in experimental group and control group, H_0 was accepted and H_a was rejected because the significance value was -1.402 which was higher than α=0.05. (-1.402 > 0.05). It means that there was no significant difference between both groups. In Post-test, nevertheless, experimental group and control group received the significance value of 0.04 which was lower than α=0.05 (0.04 < 0.05). Therefore, it implies that H_a was accepted and H_0 was rejected which means there was a significance difference on Post-test between experimental and control groups. This indicates that teaching speaking by using STAD resulted in a significant improvement, compared to teaching speaking by using another technique.

Although STAD was helpful in growing the confidence and more important in speaking skill aspect, it still needed a full supervision from the teacher in the process of implementation. Some students could use the moment of group learning to do nothing, while they were actually needed to work together collectively in solving the problems of speaking in front of class.

The next discussion was related to the students' responses toward the use of STAD in the speaking classroom revealed through questionnaire administered by the students in experimental group upon the completion of the post test. The analysis of the questionnaire items discloses that most of the students agreed the use of STAD as an intriguing method in teaching speaking because it could motivate them to be active in the class and interested in learning speaking.

From the present findings, it can be concluded that using STAD can stimulate students' motivation to speak up and encourage them to do everything which supports their performance. Finally, STAD is effective in facilitating language skills, creates an interactive and interesting class, and also motivates students to speak more.

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