THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE ON STUDENTS' SPEAKING SKILLS OF GRADE XII STUDENTS OF SMA N.1 BRANDAN BARAT

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Abstract

This study aimed to investigate the effect of the Student Team Achievement Divisions (STAD) Technique on the speaking skill of Grade XII Students of SMA N. 1 Brandan Barat and the students' perceptions toward the implementation of the STAD technique in teaching speaking. An experimental design with instruments of tests and questionnaires to collect the data was applied in this study. A random sampling technique of 60 students of grade XII of SMA N.1 Brandan Barat academic year 2021/2022 was taken as two sample classes. One class of 30 students was an experimental group (XII IPS_1) and another one of 30 students was appointed as a control group (XII IPS_2). The STAD technique was applied in the experimental group while the conventional method was applied in the control group. From the data analysis, it was found that the STAD technique positively affected the students' speaking skills with the $_{Tcount}$ score 3,443 was greater than the t_{table} score 2,048 (3,443 > 2,048) with a significance level of sig 0,001 < 0.05. (5 percent) then it can be argued that Ho was rejected and Ha was accepted or It can be concluded that the STAD technique affected a better student's performance in speaking.STAD technique implementation was found to be in the good category with a level of 86,21 percent, indicating that STAD technique had a positive effect on students' perspective. Based on the percentage of all instrument answer choices on the criterion, it was discovered that 55.5 percent of students indicated strongly agree (SA) and 40 percent stated agreeing (A)

Keywords: STAD Technique, Speaking Skill

1. INTRODUCTION

Language learning is very important for human social development. English holds the key as an international language, as it is used by more than half of the population in the world(Suprayetno, 2022). English is a tool of communication among people in the world whether it is in business, science, and technology. Based on this fact English learners should develop their speaking skill as well as their competencies to face global competition.

Speaking performance is an oral communication method that involves the production of sound and gestures, as well as the movement of facial muscles and the entire body. (Yunus, 2021). As a result, we can conclude that speaking performance refers to a person's speaking style, which is measured by fluency and accuracy. Fluency is a person's speaking style that deals with how to create words at specific times without missing any key words in their speech. Accuracy refers to how people employ proper words and phrase patterns, whereas fluency refers to someone's speaking style, which deals with how to create words at precise times.

Speaking is one of the four English skills that students must develop during their language education. Learners who can communicate in English can share their thoughts and ideas with others. Speaking ability is used to assess English competence. It is a requirement for Indonesian students to enter the globalization era successfully (Yunita, 2016).

Teaching is a form of art. It necessitates not only knowledge and understanding of the key areas of learning, but also the capacity to teach these creatively and effectively while also encouraging student innovation. (Cremin & Barnes, 2007). The Learning to Teach in the Elementary School Series is based on modern research that shows the rich possibilities of creative teaching and learning, and it investigates what it means to teach creatively in the primary phase. It also reacts to the changing nature of topic teaching in a broader, more imaginatively defined primary curriculum for the twenty-first century.

The technique of teaching English can be changed at any time. The primary challenge for teachers is to design a learning activity that effectively achieves the learning outcomes intended for each student (Kyriacou, 2007). All teachers must have a notion of what learning they want to take place and how the lesson will assist that learning before beginning a lesson. The strategy should be participatory and focused on the students.

The cooperative learning method is a teaching

style that incorporates learners in the learning process in order for them to comprehend and absorb topic matter (R. E. Slavin, 1985). Traditional classroom activities produce a win-win situation in which one can only succeed if the others fail, whereas cooperative learning is the polar opposite, where the conquering of all is the success of all. (Gull & Shehzad, 2015)

Cooperative learning has been shown to improve students' motivation and self-esteem, redirect attributions for success and failure, build effective emotions toward classmates, and improve general comprehension, reasoning, and problem-solving exam performance. Working in a group discussion is the cooperative learning method. Students who learn autonomously will struggle to discover the benefits (Johnson et al., 2000)

Student Teams Achievement Divisions is one of the cooperative learning methodologies. It is well-known as one of the most straightforward cooperative learning methodologies, and it will be a great model for new teachers with limited expertise. (R. E. Slavin, 1985) states that there are five major components in STAD; class presentation, teams, quizzes, individual improvement scores, and team recognition.

The survey conducted by the writer found that teachers at SMK Negeri 9 Medan continue to teach English traditionally. The teacher-centered approach dominates the teaching-learning process. The traditional education approach made students inactive and shy while speaking English needs active activity. Some of them couldn't even communicate in English about themselves or their everyday routines. Every semester, they got an unreachable score of between 30 and 50.

Collaborative learning strategies have various types that can be adapted and developed, for instance, Student Team Achievement Divisions (STAD) and Think Pair Share (TPS) (Santoso, 2019). STAD is a simple cooperative learning type that can help teachers who have not been familiar with applying collaborative learning (Damopolii & Rahman, 2019). To attain higher learning outcomes, all learning approaches must employ a student-centered learning strategy.

The student-centered learning of environmental exploration may be conducted using active- and cooperative-based strategies. contextual learning, participatory learning, and inquiry learning are examples of these strategies. (Ridlo & Alimah, 2013)

The STAD learning model is one of the simplest and most straightforward cooperative learning approaches to be used in the classroom for new teachers. (Damopolii & Rahman, 2019). The STAD learning model has an impact on student achievement. Cooperative learning, including STAD, improves student achievement (Gull & Shehzad, 2015). STAD learning model begins with the division of the group and ends with awarding the group with the highest score (Damopolii & Rahman, 2019)

STAD can be used in a variety of learning methods. It is beneficial for enhancing student mutual impact, peer teaching, and a variety of other abilities. After the teacher provides a lesson, students work in groups to try to master the lesson while also ensuring that the other members of their team learn the lesson. (Tarim & Akdeniz, 2008)

When compared to the standard learning model and direct instruction, the STAD learning model is more successful (Damopolii & Rahman, 2019). It gives students opportunity to solve problems in their learning while also developing their talents and helping each other in the group.

It is intended that using STAD in the classroom will raise students' willingness and incentive to communicate, as well as their speaking skills. The researcher sought to look into and observe how the STAD technique helped pupils improve their speaking skills for these reasons.

There are four steps of STAD technique implementation proposed by (R. E. Slavin, 1985) as there are (1) The teacher provides the overall subject, and (2) the pupils are divided into four or five diverse groups, (3) Students are required to work on worksheets in small groups, discuss difficulties together, compare responses, and correct misconceptions. The team's main purpose is to motivate its members to achieve their best work. (4) After completing the worksheets, students take individual quizzes in which they are not permitted to assist one another. This ensures that each student is accountable for learning the information. If pupils' average scores exceed a given requirement, the teacher may award a reward or acknowledgment.

The study intended to explore the effect of the Student Team Achievement Division (STAD) Technique on the Speaking skills of Grade XII Students at SMA N.1 Brandan Barat, based on the discussion above. The study then sought to answer the research question below.

1. Does Student Team Achievement Divisions (STAD) Technique affect the speaking skill of Grade XII Students of SMA N.1 Brandan Barat ?.
2. What are the students' perceptions toward the implementation of the Student Team Achievement Division (STAD) technique in teaching speaking?

2. METHOD

This study used an experimental research design. There were two groups: an experimental group and a control group. The experimental group received treatment using the STAD methodology, while the control group received no treatment or was taught traditionally.

The sample for this study was chosen using a random sampling technique. Two classes of 60 students were chosen at random as a sample of grade

XII-IPS SMA Negeri 1 Brandan Barat students for the academic year 2021/2022. 30 students from grade XII-IPS1 were chosen as the experimental group, and 30 students from grade XII-IPS2 were chosen as the control group. The STAD strategy was used to teach the experimental group, while the standard method was used to teach the control group.

Table 1. The Design of The Research

Class	Pre-test	Treatment	Post-test
Experimental Class	O_1	X_1	O_3
Control Class	O_2	X_2	O_4

The researcher used tests and Questionnaires to collect the data. The test was used to assess the students' speaking skills while the questionnaire sheets were distributed to know the students' responses to STAD implementation during the teaching and learning process.The instruments' quality was assessed using the validity, normality, and homogeneity tests. Different formulas were used to answer the first research problem. The mean, standard deviation, and t-test were calculated using statistical analysis.

There were some speaking assessment criteria that were proposed (Hadley, 2001) as they are communication, accuracy, fluency, vocabulary, and pronunciation. While (Brown, 2004) proposed the categories as they are grammar, vocabulary, comprehension, fluency, pronunciation, and task. The guided score of speaking used in this study was based on the curriculum outline as follows :

Table. 2 The Speaking Assignment Scoring

Criteria	Description	Scale	Weight	Score (Sx W)	Scoring Scale
Accuracy (40)	Pronunciation, Structure, Vocabulary, and Mother tongue language influence	1 - 10	4		1-3: Less 4-6: Fair 7-8: Good 9-10: Vey Good
Fluency (30)	Fluency, Word Repetition, Expression.	1 - 10	3		1-3: Less 4-6: Fair 7-8: Good 9-10: Very Good
Comprehensibility (30)	Meaning Clearance, Content, and Intonation	1 - 10	3		1-3: Less 4-6: Fair 7-8: Good 9-10: Very Good

To measure the students' responses who were taught by STAD technique the researcher used the following formula :

$$Percentage\ of\ students response = \frac{Number\ Score\ Obtained}{Maximum\ Score}\ x\ 100$$

Table 3. Students' Response Criteria

Percentage	Criteria
85 - 100	Very Good
70 - 85	Good
55 - 69	Fair
40 – 54	Less
< 40	Very Less

4. RESULTS AND DISCUSSION

The descriptive statistics of the experimental and control class pre-test and post-test data were compared to acquire an overview of the scores between the classes before and after treatment and to see the improvement of each class. Figure 1 shows the comparison.

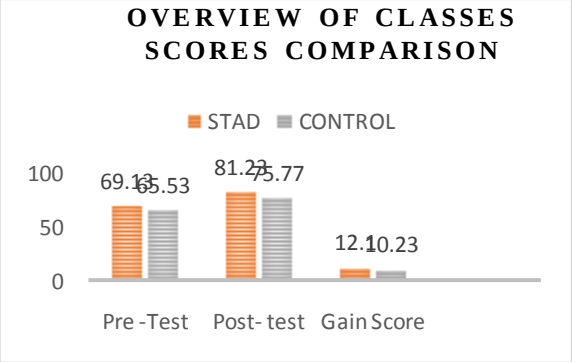

Figure 1. Scores Comparison of Experimental and Control Class

From figure 1 it can be stated that the class which was given the treatment had a higher score after having the post-test compared with the control. The STAD technique had a major impact on the accomplishment of speaking skills. After treatment, the score increased 12,56 points from 69,13 to 81,23, whereas the control class's score increased 10,2 points from 65,53 to 75, suggesting that students in the experimental class performed better on the post-test than students in the control class. The difference in gain scores between the two classes was also 1,87 points, between experimental class and the control class.

NormalityTest Result

The Kolmogorov-Smirnov test was used in this study to determine the normality of the data, as indicated in table 4 below.

Table 4. Normality of Experimental and Control Classes' Result

	Learning Outcome	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	Pre-test	.127	30	.200*	.965	30	.420
	Post-test	.113	30	.200*	.954	30	.221
Control Class	Pre-test	.159	30	.052	.867	30	.001
	Post-test	.122	30	.200*	.961	30	.328

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on table 4 above it is said that the normality significance of experimental and control classes were normally distributed. It can be seen from both the pre-test and post-test sig. value of experimental class were 0.200 and 0.200 and the control class were 0,52 and 2,00, which mean higher than the $\alpha = 0.05$ (0.200 and 0,200 > 0.05; 0.052 and 0,200 > 0.05).

HomogeneityTest Result

The homogeneity test was conducted by using the Levene Statistic. The result of the test was shown in table 5.

Table 5. Experimental and Control Class Homogeneity Test Result

Levene Statistic	df1	df2	Sig.
2.926	2	87	.059

According to table 5, the significant value of both classes was 0.059, which is larger than 0.05

(0.059 > 0.05), indicating that the data was homogeneous.

HypothesisTesting Result

After determining the normality and homogeneity of the data, a t-test was used to answer the research questions of whether the STAD technique was effectively utilized in teaching speaking.

Table 6 displays the post-test scores for both the experimental and control classes

Table 6.T-Test Result of post-test Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RESULT POSTEST	Equal variances assumed	1.057	0.308	3.443	58	0.001	5.46667	1.58757	2.2888	8.64454
	Equal variances not assumed			3.443	56.835	0.001	5.46667	1.58757	2.28741	8.64592

Table 4 shows that the T_{count} score 3,443 was higher than the T_{table} score 2,048 (3,443 > 2,048), with a significance level 0,001 < 0.05. (5 percent), implying that Ho was rejected and Ha was accepted. It can be concluded that the STAD technique improved students' speaking abilities. In other words, it can be said that students who were taught through the Students Teams Achievement Divisions (STAD) technique achieved a better skills in speaking than those who were taught by the traditional method.

Students were more engaged and active after being taught to speak utilizing the Students Team Achievement Division (STAD). It may be demonstrated in the treatment process; students are more engaged when the researcher uses this strategy since they can have a dialogue with themselves before speaking. (R. E. Slavin, 1985) states that by implementing STAD the students will encourage their teammates to do their best. Students will be given more chances to learn material together in a group and given more opportunities to talk among them. They are free to discuss any issues, explore solutions, assist one another, and examine their strengths and shortcomings to achieve. In conclusion, STAD is appropriate for teaching speaking (Yunita, 2016).

Result of Intrinsic Questionnaire Motivation Factors.

Students' responses on a questionnaire were used to determine the intrinsic motivational factor of students who were taught using the STAD technique. The outcome is shown in table 7 below :

Table 7. Intrinsic Motivational Factor of The Students

No.	Indicators	No. of Item	Statement Criteria						Average	AL (%)	Desc			
			SA		A		DA	SDA						
			F	%	F	%	F	%	F	%				
1	Strategy	4	59	55	43	40	5	5	0	0	4,31	86,21	Good	
2	Motivation	3	43	53	31	38	7	9	0	0	3,44	68,8	Fair	
3	Material	2	20	37	30	56	4	7	0	0	4,13	82,6	Good	
5	Media	1	11	41	15	56	1	4	0	0	3,4	68	Fair	
Average		10	133	186	119	190	17	25	0	0	3,71	74,37	Fair	

Description : SA = Strongly Agree, A = Agree, DA = Disagree, STS = Strongly Disagree, AL = Achievement Level, F = Frequency

From the table above it can be said that the students' intrinsic motivation was in a good category with the level of 86,21%, which means that the STAD technique gave a good effect on students' responses. Students' responses to the method implementation were shown that 55.5% of students stated strongly agree (SA) and 40% stated agree (A) 40%, while only 4,5% stated disagreeing (DA) and none of the students stated strongly disagreeing (SDA). It can be stated that the students felt enjoyed and had fun taught by the STAD technique.

4. CONCLUSIONS

After performing the research and reviewing the data, We may conclude that students who were taught utilizing the STAD approach outperformed their peers in terms of speaking ability and responded positively to its implementation. This statement was supported by the result of T_{count} score 3,443 was greater than the T_{table} score 2,048 (3,443 > 2,048) with a significance level of sig 0,001 < 0.05. (5 percent) and it indicated that Ho was rejected and Ha was accepted. It can be concluded that the STAD technique positively affected students' performance in speaking of Grade XII students of SMA N. 1 Brandan Barat.

Students' perceptions of the STAD technique implementation were determined to be in a good category, with an average score of 86.21 percent, indicating that the STAD approach had a positive impact on students' perceptions. Based on the proportion of all instrument answer choices on the criterion, 55.5 percent of students indicated strongly agree (SA) and 40 percent indicated agreeing (A).

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