

# DEVELOPING SPEAKING SKILL THROUGH STAD AT GRADE XI STUDENTS

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## Abstract

This research aimed at developing students' speaking skill through STAD. The researcher used pre-experimental design. The population was 88 students comprising three parallel groups (one for major science group and two for social science groups). The sample was determined by using cluster random sampling technique. The test used to measure the students' achievement consisted of pre-test and post-test. Both tests were analyzed in order to find out the significance of the students' achievement between the pre-test and the post-test. By applying 0.05 level of significance and 22 ( $22-1=21$ ) degree of freedom (df), the researcher found that the value of the  $t_{\text{counted}}$  (18.15) is greater than  $t_{\text{table}}$  (1.721). Based on the analysis result, it implies that the use of STAD can develop speaking skill of grade XI students of SMA Negeri 8 Palu.

**Keywords:** Developing; Speaking Skill; STAD

## INTRODUCTION

Speaking is one of the language skills in learning English. Most students regard that speaking is a difficult skill to learn because there are some important things in speaking that should be developed such as accuracy, fluency, and comprehensibility. According to Pollard (2008:34), "Speaking is one of the most difficult aspects for students to master." Although speaking is a difficult skill, it is considered as an important skill because we can communicate to other people in the world through speaking. Therefore, people who get success in speaking English is also easy to get success in English because the main goal of learning English is to use English in speaking. However, speaking is not easy without a lot of practice.

Speaking is the tool to measure success in learning English, but most English teachers at senior high school level are not able yet to teach listening, speaking, reading, and writing skills equally since speaking skill is not tested in the national examination (UN). It

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is a crucial issue that needs to be solved soon. The case above was found at SMA Negeri 8 Palu. Moreover, they have to develop more students' speaking skill to enter university level, western companies, and other work places after graduation.

Since the English teachers rarely teach speaking skill at SMA Negeri 8 Palu, it has made students inactive in using this. Besides, the students are lack of motivation to study English. It could be shown when the day of English lesson, most of them do not bring their dictionary. It seems that they are not interested in English. Besides, many assignments are done individually which are mostly grammar tasks. As the result, many students seem unconfident during speaking English. They are afraid of making mistakes and shy to express their opinions. The students make a lot of mistakes in pronouncing words because they do not learn vocabulary, so they get difficulty in making a sentence even in the form of simple sentences. Their grammar is also still poor. For example, *I think corruption in Indonesia very very memprihatinkan*. Moreover, most students speak Kailinese and Indonesian during the class. Therefore, the researcher gets motivation to conduct this experimental research at grade XI students of SMA Negeri 8 Palu by applying STAD. It stands for Students Team Achievement Division which is one of the cooperative learning models. This technique can encourage the students to do a specific task together. It is a tendency to work together, not individual competition. According to Slavin (1978:22), "STAD is clearly focussed on team cooperation and does not include individual competition."

Based on the statement above, it is obvious that STAD can make the students interact among the students because it involves participation of all team members. The use of STAD can encourage the students to be involved in the classroom activities. Gebhard (1999:11) states that the teacher should create activities to make the students involved in interacting in English. Dealing with the statement, an appropriate technique should be found in order to make the students active in the classroom. The technique is STAD. Slavin (1977:8) expresses, "Recent research has been conducted on a family of classroom technique that has been more effective than traditional method in increasing students' performance and social growth. One of the most successful student team techniques has been developed at the Johns Hopkins University, namely Student Teams Achievement Division (STAD)." Related to the statement, STAD can be used to overcome speaking problem.

There are some steps to conduct STAD (adapted from Slavin 1978) as follows:

- 1) Forming teams. The students in the classroom are divided into some groups. Every group consists of four or five students who are divided based on the achievement, gender, and culture.
- 2) Class discussion. Every group is given some tasks to be discussed in a group. Here the teacher is just as facilitator and motivator during the teaching and learning process.
- 3) Having quiz. Every one week or two weeks we give evaluation or quiz to personal test or group test to find out the students' progress.
- 4) Team recognition. The students or group works that have high score will be given a gift as an appreciation for their great work.

The teachers who apply the STAD have to follow the steps above chronologically in order to get maximum achievement of the students' speaking skill. Rumiarsih (2013:50) states, "The activities of steps in conducting STAD which is done chronologically improved both in the student's speaking achievements and the student's speaking participation during the teaching and learning of speaking." Based on the statement above, STAD can develop the students' speaking skill. If it is not done chronologically, the achievement will not significant.

Based on the statement above, the researcher formulated a research question as follows: *Can the use of STAD develop speaking skill of Grade XI students of SMA Negeri 8 Palu?* The objective of this research was to explain that the use of STAD can develop speaking skill of grade XI students of SMA Negeri 8 Palu. Then, the researcher investigated the students' speaking skill of grade XI of SMA Negeri 8 Palu and focused only on fluency and comprehensibility.

## **METHODOLOGY**

In conducting this research, the researcher used pre-experimental research design to explain that the use of STAD can develop students' speaking skill of grade XI students of SMA Negeri 8 Palu. There was one group as the sample. The sample of this research was XI IPA students of SMA Negeri 8 Palu. The design of this research proposed by Arikunto (2002:78) is as follows:

$$O_1 \quad X \quad O_2$$

Where:

- $O$  = the pre-test
- $X$  = the treatment
- $O_2$  = the post-test

Population is a group of object in a certain place. The object can be people or things. The population of this research was grade XI students of SMA Negeri 8 Palu comprising three paralel groups (one for major science group and two for social science group). Each group consisted of 22 to 34 students. The number of the population was 88.

Sample is a small part of population which has been selected to be observed and represents the population. Since the population was big, the researcher took the sample by using cluster random sampling technique because the sample was determined based on the name of the group. She took XI IPA as the sample.

Based on the title, this research has two variables. They are dependent and independent variable. Therefore, the dependent variable of this research was speaking skill of grade XI students of SMA Negeri 8 Palu, while the independent one was STAD. The STAD affects the speaking skill whether it developed or not.

In collecting the data, the researcher used test to measure the students' achievement. The test was oral test consisting of pre-test and post-test. The contents of the pre-test were the student's answers about some questions orally. The number of the test items was five. Then, the researcher conducted treatment in eight meetings, twice a week. The researcher applied STAD as a treatment and prepared lesson plan based on the material and English curriculum for senior high school. The material was the expressions of asking for and giving opinion, agreement, and disagreement. The topics of the material were discussed with English teacher of SMA Negeri 8 Palu who handled the sample group. Then, the researcher gave post-test in order to get the data about the students' achievement after applying STAD. The number of the test items was also five. They were different from the pre-test, but the level of difficulty was alike.

To find out the students' achievement, the researcher firstly computed the individual score by applying the formula recommended by Arikunto (2002:276) as follows:

$$\sum = \frac{X}{N} \times 100$$

Where:

- $\sum$  = standard score
- $X$  = students score
- $N$  = maximum score
- 100 = constant number

Then, the researcher computed the students' mean score by using the formula also proposed by Arikunto (2006:307) as follows:

$$M = \frac{\sum x}{N}$$

Where:

M = the mean score  
 $\sum x$  = the sum of score  
 N = the number of students

After getting the mean score of the pre-test and the post-test from the experimental group, the researcher computed the mean deviation using the formula proposed by Arikunto (2002:276) as follows:

$$Md = \frac{\sum d}{N}$$

Where:

Md = mean deviation  
 $\sum d$  = deviation score  
 N = the number of students

Having counted the mean deviation, then the researcher computed the square deviation by using the formula proposed by Arikunto (2006:277) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$  = sum of score deviation  
 $\sum d^2$  = sum of score  
 N = number of students

Then the researcher analyzed the data in order to find out the significant difference between the result of the pre-test and the post-test to explain either the hypothesis is accepted or rejected by using the formula proposed by Arikunto (2002:79) as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

t = t counted  
 Md = the mean of deviation of pretest-posttest  
 $\sum x^2 d$  = the sum of the square deviation  
 N = number of student  
 1 = constant number

If the *t*-counted is higher than the *t*-table, it means that the hypothesis of the research is accepted, while if the *t*-counted is lower than the *t*-table, it means that the hypothesis of the research is rejected.

## FINDINGS

The researcher tested the experimental group before and after the treatment. The researcher conducted pre-test to find out the students' achievement in speaking at the first meeting. After doing the eight treatments, the researcher gave post-test to measure the students' development. The researcher presents the calculation of the mean score of pre-test and post-test of the experimental group by using formula below:

The mean score of pre- test

$$M_{pre} = \frac{\Sigma x}{N}$$

$$M = \frac{44}{22} = 2$$

The mean score of post-test

$$M_{post} = \frac{\Sigma x}{N}$$

$$M = \frac{124}{22} = 5.63$$

Based on the data above, the researcher calculated the data of both pre-test and post-test. The deviation on the pre-test and post-test is presented in Table 1:

**Table 1.**  
**Deviation Score of Pre-test and Post-test**

No.	Initials	Standard Score		Deviation (d) (post-test-pre-test)	<i>d</i> <sup>2</sup>
		pre-test	post-test		
1	ANA	2	5	3	9
2	AFR	2	6	4	16
3	AMR	2	5	3	9
4	ADG	2	5	3	9
5	ANS	2	6	4	16
6	AWN	2	5	3	9
7	AYU	2	7	5	25
8	DSA	2	7	5	25
9	EGY	2	6	4	16
10	FRD	2	6	4	16
11	FBY	2	6	4	16
12	FRS	2	5	3	9
13	KLV	2	5	3	9
14	LKM	2	4	2	4
15	MHI	2	4	2	4
16	NDL	2	5	3	9
17	NRS	2	6	4	16
18	NDY	2	6	4	16
19	RZQ	2	8	6	36
20	RLI	2	5	3	9
21	YLB	2	6	4	16
22	YLK	2	6	4	16
<b>Total Score</b>				$\Sigma d = 80$	310

Based on the table above, the researcher counted the mean score of the deviation of the test, so the researcher applied the formula below:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{80}{22}$$

$$Md = 3.63$$

The analysis above shows that the mean deviation is 3.63. Then the researcher calculated the sum of the square deviation based on the mean deviation by applying the formula below:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2 d = 310 - \frac{(80)^2}{22}$$

$$\sum x^2 d = 310 - \frac{6400}{22}$$

$$\sum x^2 d = 310 - 290.90$$

$$= 19.1$$

The sum of square deviation is 19.1. After calculating the sum of the square deviation, the researcher continued finding out the score of the experimental group by using t-table in order to find out whether there is a significant difference between the means score of the pre-test and the post-test as presented in the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{3.63}{\sqrt{\left(\frac{19.1}{22(22-1)}\right)}}$$

$$t = \frac{3.63}{\sqrt{\left(\frac{19.1}{22(21)}\right)}}$$

$$t = \frac{3.63}{\sqrt{\left(\frac{19.1}{462}\right)}}$$

$$t = \frac{3.63}{\sqrt{0.04}}$$

$$t = \frac{3.63}{0.2}$$

$$t = 18.15$$

## DISCUSSION

The objective of this research was to explain whether or not the application of STAD can develop the students' speaking skill of grade XI students of SMA Negeri 8 Palu. In doing the research, the researcher focused on fluency and comprehensibility because both become the problem faced by the students. The researcher applied pre-test and post-test. The questions of pre-test and post-test were given randomly in order to minimize similar answer from one student to other students. The number of the test items is five. The students tried to answer the question in monologue.

In the research process, the researcher gave pre-test in order to measure the students' prior speaking skill achievement before they got the treatment. In the pre-test, all of the students or 100% of students got bad score on their fluency and comprehensibility. It indicates that the students were not able to speak well. The researcher found that they were unconfident to express their opinions because they did not learn vocabulary. They answered the question by using English and Indonesian. Therefore, the researcher applied STAD to overcome their speaking problem.

The researcher applied STAD in eight meetings. During the treatment, the researcher also applied the four steps in conducting STAD chronologically. They are forming teams, class discussion, having quiz, and team recognition. By doing this, there was a motivation from the students to study English. It can be seen when the day of English lesson, they brought their dictionary. They shared and discussed their tasks with their friends. They were active and happy because they did the tasks together. They were also not shy and afraid of giving comments about the topic and did not think too much about the correct grammatical sentence. They could freely express what they want to say because the topics given were familiar with them. In other words, those often happen in their environment such as early marriage, drugs, over population, and so on.

In doing the discussion, there was an interaction between the students in the classroom because when they are put in the groups, they spoke by using their own words and their interlocutor or listener gave responds soon. It means that the fluency and comprehensibility have developed. Besides, they also improved their social skill by effecting face to face interaction. They shared the answer with their team work and made decision to solve the problem. The groups which have high score were given a gift as a reward for their great attention and participation. It can stimulate the students to encourage in studying more than they always did. Besides, it becomes one of the procedures in



applying the STAD. The researcher gave a dictionary as a reward because it can be used as a tool to add their vocabulary.

After doing the treatment, the researcher gave the post-test. The students' mean score on the post-test have increased. The result of the post-test is different from the pre-test. There were 16 students or 72.7% getting good score in their fluency and 12 students or 54.5% getting good score in their comprehensibility. Meanwhile, there were 5 students or 22.7% getting bad score in their fluency and 7 students or 31.8% getting bad score in their comprehensibility. It means that the students' speaking skill in fluency and comprehensibility were developed by applying STAD.

Based on the result above, it implies that the use of STAD can develop the students' speaking skill in fluency and comprehensibility. Related to the effectiveness of STAD, other researchers have proved it. The first research was conducted by Nelson (2011), that reading skill of grade X students of SMA Negeri 1 Tinombo can be developed by applying STAD. He conducted a classroom action research. It increased their speaking ability in the cycle 2. Another researcher is Kristina (2014) who conducted a similar technique. She also conducted a classroom action research. The students' mean score in the second cycle is significantly higher than in the first cycle. It indicated that the speaking skill of grade XI students of SMK Negeri 1 Tampaksiring was improved by applying STAD. Both researchers explained that STAD can develop language skill especially speaking skill.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the findings, the researcher takes a conclusion that the use of STAD can develop the speaking skill of grade XI students of SMA Negeri 8 Palu. This can be seen from the results of t-counted (18.15) which is greater than the t-table (1.721). Besides, the use of the STAD has some strength in teaching speaking. First, the students can freely and confidently speak up without any feeling unconfident and consideration. Second, it really facilitates the students in learning because they can do and discuss the task in a group. Finally, it makes the students more active in speaking and makes their learning meaningful.

Since this research has demonstrated that the use of STAD can develop the students' speaking skill, it is recommended and suggested to English teachers to apply STAD in their speaking class, especially in a classroom with low motivation in studying English. The researcher expects that other researchers can use this technique not only in speaking skill but also in other skills in teaching English. Besides, the topics or the material given must be related to their environmental issues because they are familiar with the students.

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