

**THE EFFECT OF STUDENT TEAMS-ACHIEVEMENT
DIVISIONS (STAD) TECHNIQUE TOWARD STUDENTS'
SPEAKING SKILL AND CLASS PARTICIPATION AT GRADE
XI OF SMAN 5 KOTA BENGKULU**

THESIS



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ABSTRAK

ILDI KURNIAWAN. 2012. Pengaruh Teknik *Student Teams- Achievement Division* (STAD) Terhadap Keterampilan Berbicara Siswa dan Partisipasinya di Kelas XI SMAN 5 Kota Bengkulu. Thesis. Program Pascasarjana Universitas Negeri Padang.

Berbicara merupakan salah satu kemampuan penting dalam Bahasa Inggris. Tapi sayangnya, banyak masalah yang dihadapi oleh siswa dalam kemampuan berbicara, seperti siswa kesulitan menguasai dan melafalkan kosakata, tidak percaya diri untuk berbicara di depan kelas dan tidak terbiasa bekerja sama dalam belajar bahasa Inggris. Disamping itu, siswa juga tidak merespon secara aktif ketika guru bertanya, menolak ikut serta dalam diskusi kelas, dan menunjukkan tanggapan atau sikap yang kurang baik ketika mengakhiri diskusi kelas. STAD memberikan kesempatan yang seluas-luasnya bagi siswa untuk meningkatkan kemampuan berbicara dan partisipasinya di dalam kelas. Tujuan dari penelitian ini adalah untuk menyelidiki pengaruh teknik STAD terhadap kemampuan berbicara siswa dan partisipasinya di kelas XI SMAN 5 Kota Bengkulu tahun ajaran 2011/2012.

Penelitian ini adalah penelitian eksperimen. Populasi penelitian ini adalah siswa kelas 11 SMAN 5 Kota Bengkulu tahun ajaran 2010/2011 yang terdiri dari 168 siswa. Sampel penelitian ini adalah kelas IPA 4 dan IPA 5 yang masing-masing terdiri 27 siswa. Sampel penelitian ini dipilih dengan menggunakan teknik *cluster random sampling*. Data penelitian diperoleh melalui tes berbicara dan lembar observasi partisipasi kelas. Kemudian data tersebut dianalisis dengan menggunakan uji-t dan analisis varians.

Hasil penelitian ini menunjukkan bahwa (1) siswa yang diajar dengan teknik STAD memberikan pengaruh signifikan terhadap pencapaian kemampuan berbicara siswa. (2) Siswa yang diajar dengan teknik STAD memberikan pengaruh signifikan terhadap partisipasi siswa di kelas. (3) Siswa yang diajar dengan teknik STAD memberikan pengaruh signifikan terhadap kemampuan berbicara siswa dan partisipasinya di kelas. Hasil temuan ini menunjukkan bahwa STAD dapat meningkatkan prestasi akademik siswa dan partisipasinya di kelas. Elemen STAD seperti kelompok belajar, tanggung jawab individu, penghargaan kelompok dan kesempatan yang sama ditaksir sebagai pendorong hasil temuan tersebut.

Jadi, dapat disimpulkan bahwa teknik STAD memberikan pengaruh signifikan terhadap kemampuan berbicara siswa dan partisipasinya di kelas XI SMAN 5 Kota Bengkulu tahun ajaran 2011/2012. Penelitian ini mengimplikasikan bahwa STAD dapat dipilih sebagai teknik dalam pengajaran keterampilan berbicara. Guru bahasa Inggris disarankan untuk menggunakan STAD sebagai teknik alternatif dalam pengajaran kemampuan berbicara dan mengimplementasikannya untuk meningkatkan partisipasi siswa di kelas. Penelitian lainnya disarankan untuk melanjutkan penelitian berkenaan dengan hasil penelitian dengan mengaplikasikan rubrik kemampuan berbicara dan lembar observasi kelas partisipasi lainnya.

ABSTRACT

ILDI KURNIAWAN.2012. The Effect of Student Teams-Achievement Division (STAD) Technique Toward Students' Speaking Skill and Class Participation at Grade XI of SMAN 5 Kota Bengkulu.Thesis.Graduate Program. State University of Padang.

Speaking is one of the important skills in English. Unfortunately, there are many problems encountered by students in English speaking skill such as students had difficulty to master vocabularies and to pronounce the words, the students weren't confident to speak in front of class and weren't accustomed to working together in studying English. Besides, the students also didn't respond actively when the teacher asked a question, reluctant to participate in class discussion, and showed inappropriate comments when closing class discussion. STAD provides students with a great opportunity to develop their speaking skill and their participation in the classroom. The purpose of this research was to find out the effect of STAD technique toward students' speaking skill and class participation at grade XI of SMAN 5 Kota Bengkulu in academic year of 2011/2012.

This research was quasi-experimental research. The population of this research was the students at grade XI of SMAN 5 Kota Bengkulu in academic year of 2010/2011 that consisted of 168 students. The sample of this research was IPA 4 which comprised 27 students and IPA 5 which comprised 27 students and the two classes were cluster randomly selected as a research sample. The data were collected through speaking test and observation sheet of class participation. The data were then analyzed by using t-test and analysis of variances.

The findings of this research showed that (1) the students who were taught by using STAD technique gave significant effect toward their speaking skill achievement. (2) The students who were taught by using STAD technique gave significant effect toward their class participation. (3) The students who were taught by using STAD technique gave significant effect toward students' speaking skill and class participation. The findings show that STAD can increase students' academic achievement and their participation in the classroom. The elements of STAD such as mixed-ability grouping, individual accountability, group reward and also an equal opportunity are considered as a trigger for the findings.

Thus, it can be concluded that STAD technique gave significant effect toward students' speaking skill and class participation at grade XI of SMAN 5 Kota Bengkulu in academic year of 2011/2012. This research implies that the use of STAD can be chosen as a technique in teaching speaking. English teachers are suggested to use STAD as an alternative technique in teaching speaking and to implement it to increase students' class participation in the classroom. Other researchers are suggested to conduct further research related to findings of this research by employing other speaking skill rubrics and observation sheets of class participation.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the important skills in English. The importance of the speaking skill is based on two considerations. The first, by mastering the speaking skill, it enables student to respond actively toward what people say. The second, student who has a good ability at speaking is usually considered as a successful learner in learning English because good at speaking means being able to share one's idea and opinion to listener through English. However, to speak English is not simple for the student because he/she has to master several important elements of speaking, such as pronunciation, grammar, vocabulary, fluency and comprehension.

Based on an interview done by the researcher with English teachers and students at SMAN 5 Kota Bengkulu on July 2011, it was found that there were some problems that the students and English teacher had. The first problem was related to speaking skill and the second problem was related to their participation in the classroom. The first problem—speaking skill; in speaking skill, students had limitation in mastering vocabulary, for instance when they were asked to retell the story using their own words, they used the same words for several times.

Students had also difficulty to pronounce English words; the way to pronounce in English was different from their mother tongue—the difference how to pronounce the words might make them difficult to speak English.

Besides, the students didn't feel confident to speak English in front of class or public places and they were not accustomed to working together with their partners or peers in studying English. Then, the students were also still dependent learners—they need teacher's help anytime.

The second problem was students' class participation. Based on the interview with the English teachers and students, there were also some problems related to the students' class participation such as students felt worry, nervous or shy when they wanted to participate in the classroom—afraid of making mistakes to give an opinion during class discussion was considered as a trigger for this problem. Then, there was no an equal opportunity for students to participate actively in the classroom such as there were some students eagerly volunteer answered and often dominated discussions, while others just listened, observed and daydreamed while their classmates hold forth.

Besides, there was a bad assumption among the students that as long as the assigned work was completed on time, test scores were good, and attendance was satisfactory, they shouldn't be forced to participate—they just prefer that other students did the participating. Finally, there were some students who showed rude or inappropriate comments when they closed the class discussion.

Related to teachers' problems in teaching English, the researcher found that the English teaching activity was still teacher-centered. The teacher's role was dominant in the classroom—students were not involved actively in learning process. It means that teacher did not use variation of teaching technique in his/her teaching in the class. Then, the English teacher did not give enough

opportunity for students to work together in the classroom—therefore, the students could not practice their English with partner and ask for help through English. The English materials and also the way of presenting the materials done by English teacher to the class were not too interesting yet, for instance the teacher rarely used LCD and Laptop to present the material—as a result the teachers could not attract students' interest and willingness to study English.

Sullo (2009) suggests that there is a factor which can influence the achievement of students in learning English, namely creativity of teacher. Therefore, according to him the teachers must be creative in preparing and planning a lesson which can attract students' motivation, challenge the students, gives great opportunities to work together with their partners or peers. As the teachers, they should be aware that students' need is primarily focus for the teachers. He affirms that students will be engaged and more productive if they are given need satisfying academic activities.

Dealing with academic activities in the classroom, many second language teachers have found that using cooperative learning makes a big difference in atmosphere of their classroom and in the learning that take place there (Jacobs and Goh, 2007). Therefore, the researcher would like to try to use Student Teams-Achievement Divisions (STAD) technique as the way to solve the problems.

There are some rationales why STAD technique should be used as group activities for teaching speaking skill. First, STAD technique provides students with many chances to ask each other for help when they have problems or cannot understand about something that they have heard or read. It means that students

can develop their self-confidence to speak English through asking for help. Second, STAD technique provides students with much more opportunity for producing comprehensible output. It means that the students can practice their English that they have.

Third, via STAD technique, students may be able to progress faster than they could do on their own. Fourth, group mates can give each other feedback on how well they do on the task, thus promoting reflection on language use. Fifth, STAD technique provides opportunity for students (male and female) to form bonds or connections with each other as they work together to achieve shared goals. It means that this technique can promote gender and English language learning. Finally, group activities like STAD can reduce student's dependence on their teachers, by encouraging students to form support networks among themselves. Thus, STAD can increase student's feeling of power and help to equalize power relations between teachers and students.

Considering the problems above, the researcher is interested in doing a research by using STAD technique to find out its effect toward students' speaking skill and class participation at grade XI of SMAN 5 Kota Bengkulu.

B. Identification of the Problem

Based on the background of the problem above, there are some problems faced by students in speaking English such as they had difficulty to master vocabularies and to pronounce the words, they weren't confident to speak in front of class and weren't accustomed to working together in studying English. Besides, they also didn't respond actively when the teacher asked a question to them, reluctant to participate in class discussion, and showed inappropriate comments when closing class discussion.

To overcome the problems, an appropriate teaching technique is absolutely required by the teachers. Basically, there are several kinds of cooperative learning techniques which can be used, for instance Students Teams-Achievement Divisions (STAD), Teams-Games Tournament (TGT), Jigsaw, Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC).

Student Teams-Achievement Divisions (STAD) technique as one of techniques in cooperative learning is expected to be the right and beneficial coping with the problems. Through STAD technique, it enables students to be confident to speak English and they have lots of chances to practice English while they are working together in the classroom. Besides, independent learners is also primary focus of STAD technique, therefore, it enables students become less dependent to their teachers.

C. Limitation of the Problem

In relation to the description of the identification problem above, the researcher conducts the research on cooperative learning. As mentioned before, there are many types of cooperative learning techniques, but in this research, the researcher limits his research on examining the effect of STAD technique toward student's speaking skill and class participation at grade XI of SMAN 5 Kota Bengkulu.

D. Formulation of the Problems

Based on the limitation above, the researcher formulates the problems as follows:

1. Does the Student Teams-Achievement Divisions (STAD) technique give significant effect on the students' speaking skill at Grade XI of SMAN 5 Kota Bengkulu?
2. Does the Student Teams-Achievement Division (STAD) technique give significant effect on the students' class participation at Grade XI of SMAN 5 Kota Bengkulu?
3. Does the Student Teams-Achievement Division (STAD) technique give significant effect on students' speaking skill and students' class participation at Grade XI of SMAN 5 Kota Bengkulu?

E. Purposes of the Research

The purposes of the research are:

1. To find out whether the Student Teams-Achievement Divisions (STAD) technique gives significant effect on the students' speaking skill at Grade XI of SMAN 5 Kota Bengkulu or not.
2. To find out whether the Student Teams-Achievement Divisions (STAD) technique gives significant effect on the students' class participation at Grade XI of SMAN 5 Kota Bengkulu or not.
3. To find out whether the Student Teams-Achievement Divisions (STAD) technique gives significant effect on the students' speaking skill and students' class participation at Grade XI of SMAN 5 Kota Bengkulu or not

F. Significance of the Research

This research is actually expected to have theoretical and practical significance. It is theoretically expected that the result of this research can enrich the theories of language teaching particularly for teaching speaking. It can be a source of information about investigating the effect of STAD technique toward students' speaking skill and class participation. Then, it is practically expected that it can be a guideline or information for English teachers to apply various kinds of teaching techniques and also to improve their teaching quality. For students, it is expected that they can involve actively in teaching and learning process, and for the next researcher, he or she can continue the research by using other teaching techniques which can improve students' speaking skill and their participation in the classroom.

G. Definition of the Key Terms

This research involves some key terms. They are:

1. Student Teams-Achievement Divisions (STAD) is one of the simplest and most flexible cooperative learning techniques developed by Robert Slavin and his associates at John Hopkins University. It is a kind of student team learning technique that use scoring methods and ensure all students have an equal opportunity to contribute to their teams.
2. Speaking skill is a competence to express the needs of request, information, idea, feeling, preference, and thought orally.
3. Class participation is a student's contribution toward class activities such as asking/answering question, sharing ideas or giving opinion, completing assignment and also students' attendance.
4. Small Group Discussion is a teaching technique used by the teacher in teaching and learning process by asking the students to discuss the materials and do the tasks in group.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusions

Based on the research findings above, it could be concluded that:

1. STAD technique gave significant effect on students' speaking skill. It can be seen from mean score both of experiment and control classes. The students' mean score of experiment class who were taught by STAD (20) was higher than students' mean score who were taught by small group discussion (19).
2. STAD technique gave significant effect on students' class participation. The finding showed that the mean score of class participation of experiment class students who were taught by STAD technique was significantly better than the mean score of control class students who were taught by small group discussion. Students' class participation mean score of experiment class (17.57) was higher than students' class participation mean score of control class (15.57).
3. STAD technique gave significant effect on students' speaking skill and class participation. The finding showed that $F_{\text{observed}} < F_{\text{table}}$. Thus, H_a was accepted. It means that the STAD technique gives significant effect on students' speaking skill and class participation.

B. Implication

This research implies that the use of STAD can be chosen as a technique in teaching speaking since it has been tested that STAD technique gives significant effect on students' speaking skill and students' class participation at grade XI of SMAN 5 Kota Bengkulu.

C. Suggestions

Based on the reseach findings and conclusions above, the researcher would like to propose some suggestions as follows:

1. English teachers at SMAN 5 Kota Bengkulu are suggested to use STAD as an alternative technique in teaching speaking especially if the material focuses on skill development.
2. English teachers at SMAN 5 Kota Bengkulu are suggested to implement STAD as a variation of teaching techniques to increase students' class participation in the classroom.
3. Other researchers are suggested to conduct further research related to findings of this research by employing other speaking skill rubrics and also other observation sheets of class participation.

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