

**THE EFFECT OF USING STAD (STUDENT TEAM ACHIEVEMENT
DIVISION) METHOD FOR SENIOR HIGH SCHOOL STUDENTS'
SPEAKING ABILITY AT ELEVENTH GRADE OF
SMAN 6 MERANGIN**

THESIS

*Submitted as Partial Fulfilment of the Requirement to Obtain Strata One (S1)
Degree*



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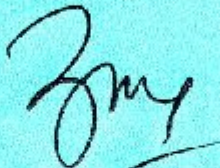
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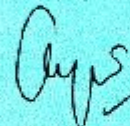
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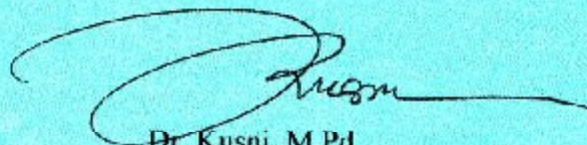
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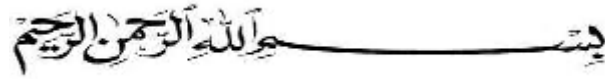
ABSTRAK

Sari, Lelita Ratna. 2011. “The Effect of Using STAD (Student Team Achievement Division) Method for Senior High School Students’ Speaking Ability at Eleventh Grade of SMAN 6 Merangin.” *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh masalah dalam pengajaran *speaking* yang terjadi di SMAN 6 Merangin. Oleh karena itu, penelitian ini bertujuan untuk meningkatkan kemampuan *speaking* siswa melalui metode pembelajaran *Cooperative Learning* tipe *Student Team Achievement Division (STAD)*. Penelitian ini merupakan penelitian eksperimen kuantitatif. Populasi dari penelitian ini adalah siswa kelas XI SMA 6 Merangin tahun ajaran 2010/2011. Sampel diambil dengan teknik *cluster sampling* setelah melakukan uji homogenitas, sehingga diperoleh kelas XI IPA 1 sebagai kelas eksperimen dan kelas XI IPA 2 sebagai kelas kontrol. Kedua kelas diberikan perlakuan yang berbeda dimana kelas eksperimen menggunakan pengajaran *Student Team Achievement Division (STAD)* sedangkan kelas kontrol menggunakan *Group Discussion* yang biasa dipergunakan di sekolah tersebut. Setelah 8 kali pertemuan, kedua kelas diberikan *posttest* untuk mengukur kemampuan *speaking* mereka.

Dari hasil penelitian diperoleh nilai *posttest* siswa kelas eksperimen lebih tinggi dari kelas kontrol. Setelah dilakukan uji hipotesis menggunakan rumus t didapat hasil t-hitung 3,12 lebih besar dari t-tabel 2,00 dengan taraf nyata α 0.05. Dengan demikian, hipotesis yang berbunyi “siswa yang diajar dengan menggunakan *Student Team Achievement Division (STAD)* mempunyai kemampuan *speaking* yang lebih baik dari pada siswa yang diajar dengan *Group Discussion* pada kelas XI SMA 6 Merangin” **diterima**. Oleh karena itu dapat disimpulkan bahwa penggunaan *Student Team Achievement Division (STAD)* dapat meningkatkan kemampuan *speaking* siswa.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of skills that has to be mastered in learning English. Speaking skill is a way that shows how someone produces a language orally. Language learners are regarded successful in learning a language if they are able to speak in the target language. It is supported by Donough (1993) that people may often form judgements about language competence from someone's speaking rather than from any of the other language skills. Therefore, it is expected that the students who learn English can communicate effectively. As a result, they can express their ideas in English with appropriate vocabulary, grammar, pronunciation, fluency, and comprehension.

Based on School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) for Senior High School 2006, teaching English for Senior High School does not only focus on making the students to communicate whether it is in spoken or written form, but also focus on the expectation that the students can achieve informational level in communication. Informational level is achieved when the students are able to share their understanding in English to others well.

However this informational level, based on observation and writer's informal interview with English teachers in SMAN 6 Merangin, could not be achieved well. Some problems were encountered by the students in learning speaking. Some students had low ability in speaking as admitted by the

teacher. They could not express their ideas in English appropriately and did not comprehend what they were talking about. They often made mistakes in choosing appropriately vocabulary. Besides, they did not know how to pronounce the words correctly. Moreover, students tended to translate every single word in to English. In addition, they were accustomed to memorize the words and did not apply it in their speaking.

Besides students' problems in their speaking ability, many students were shy and not predisposed to express themselves in front of the class. They were afraid of speaking badly and losing face in front of their classmates. If they made mistakes, their friends would laugh at them and they would feel embarrassed. Besides, students assumed that the teacher would get angry to them if they made mistakes and it would influence their mark. Therefore, they tended to keep silent in the classroom instead of actively participating.

In order to solve these problems, teachers in SMAN 6 Merangin, based on the researcher interview, have applied group discussion. In this technique, the students were expected to be able to practice their English for communication and to be more active in learning English. However, this technique, group discussion, had not achieved significant effect to the improvement of students' speaking ability. It still did not build students' eagerness in speaking. Many students were still being passive in the class. Although they worked in group, the students tended to do the activity individually. In this case, this technique does not work as expected.

Normally, based on researcher's observation in SMAN 6 Merangin, in grouping the students, teachers tended to determine the group members by asking students to choose friends by themselves. Students tended to choose the students that have the same achievement level with them. As a result, there was no cooperation between the low level students and the high level students and it caused a gap between them. There was no exchanging knowledge process between low and high achieving students in the class although there is control from the teacher for the group's activities. Besides, after applying group discussion, teachers seldom gave feedback for the students.

One of the learning methods that involves the students to learn in a small community to interact each other is by doing STAD (Students Team Achievement Division). STAD is one type of cooperative learning that can be applied in the classroom. The main characteristic of STAD is the students are divided into heterogeneous group based on level of achievement, ethnic, and sexes. Moreover, the main principle in this method is to motivate the students to support and help each other in mastering the materials given by teachers, because the goal of teamwork is not only individual goal but also group goal. Therefore, each student in the group will have the same responsibility and chance to contribute into the group work. Besides, at the end of the lesson, the groups who get the best score will get rewards for their effort. Reward is good way in order to motivate students in teaching learning process. The score is taken from the group score and mark from every member in groups.

Looking at the advantages of STAD as one method in teaching speaking, this research was aimed to see the effect of applying this method in SMAN 6 Merangin. By using STAD, it was expected that the students of SMAN 6 Merangin can participate more actively in teaching learning process and improve their speaking ability.

B. Identification of the Problem

Based on the background of the problems above, the problems can be identified as follows. Firstly, students' ability in speaking is still low. Students get difficulties in choosing appropriate vocabulary, pronounce words correctly, and comprehension. Secondly, students are still afraid in making mistakes. Therefore, the students tend to keep silent in the class.

In order to solve these problems teachers in SMAN 6 Merangin have applied group discussion technique. This technique is expected to be able to make students more comprehensible to practice speaking ability. However, this technique does not work as well as expectation.

C. Limitation of the Problem

From those problems mentioned previously in the identification of the problem, this research is limited to study the effect of using STAD on Senior High School student's speaking ability at eleventh grade of SMAN 6 Merangin to handle low ability in speaking English.

D. Formulation of the Problem

The problem in this study is formulated in the following question "is there any significant difference in students' speaking ability between the students of SMAN 6 Merangin who use STAD and do not use STAD (use group discussion in the school)?"

E. The Purpose of the Research

The purpose of this research is to find out whether STAD (Student Team Achievement Division) gives significant effect on students' speaking ability.

F. Significance of the Research

This research is greatly expected to give contribution for English teachers to apply this teaching method (STAD) in teaching speaking in the classroom. Besides, by applying this technique in the classroom, it is expected that the students can be encouraged to speak and improve their speaking ability. In addition, this research can be employed as the additional reference for the further research.

G. Definition of Key Terms

To help the reader understand the content of this thesis, the following key terms are given as follow:

1. Speaking ability: the skill of the students to communicate orally in English. In this study, this ability refers to the score of SMA 6 Merangin students' speaking ability based on the oral frequency categories by Brown (2001)
2. Cooperative learning: a method in learning English which divides students into groups and the entire group have same problems that have to be solved.

3. STAD (Student Team Achievement Division): a type of cooperative learning in which the students work in team of 4-6. The division of teams is determined by teacher in heterogeneous member of group based on the level of their academic achievement, sex and ethnic.