

ANALYZING STUDENTS' SPEAKING ACTIVITIES IN TEACHING LEARNING PROCESS USING STAD METHOD

Osi Havis Melian¹, Mela Rosa Solihat²

¹ IKIP Siliwangi

² IKIP Siliwangi

¹ osihavismelian@gmail.com, ² mellarosa2705@gmail.com

Abstract

Speaking is a productive skill that can be done spontaneously or directly given attention about the accuracy of the content of conversation and fluency when speaking. Usually, students are planning first before they are speaking which is expected to be able to improve the smoothness and accuracy about what they will say. The researcher should provide method that make students interested to learn speaking and can help their progress in speaking ability. Cooperative learning is a term of a general set of learning that is designed to enhance cooperation between students in learning. In cooperative learning, students work in pairs, to maximize their own and other learning. STAD (Students team achievement division) is one of the various technique in cooperative learning, which make promote collaboration and self-regulating learning ability. The reason why the researcher selection of STAD is good interaction among students, improve positive attitude towards subject, better self-esteem increased interpersonal skills. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Keywords: *Cooperative learning, STAD, Speaking skill*

INTRODUCTION

According to the Permendiknas No.23, 2006 on the Graduate Competence standard for primary and secondary schools (Depdiknas, 2006), the teaching of English includes the four language skills: listening, speaking, reading and writing. Listening and reading are considered to be receptive skills, whereas speaking and writing are considered to be productive skills. (Apsari & Yana, 2015). Speaking is one of the most important skills in English where the speakers can express opinion, ideas, responses, information, etc. By speaking, students are able to communicate well with his friends, and the other person. Besides that, speaking is a productive skill that can be done spontaneously or directly given attention about the accuracy of the content of conversation and fluency when speaking. Usually, students are planning first before they are speaking which is expected to be able to improve the smoothness and accuracy about what they will say. In the case of second language learners, the provision of planning time can significantly increase levels of both fluency and accuracy (Nunan, 1999). Thornbury (2005) cited in Parmawati (2018) says that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn. In speaking the students must also know the meaning based on the context, vocabulary, good pronunciation and grammar. In the context and vocabulary, the students need to understand not just what individual words mean but also which combinations to arrange a correct sentence in conversation. Then, the speaker must have good speaking ability because the process of speaking is delivery meaning to listener, the listener must understand about speaker says.

Of course, in learning speaking the students are able to hear and understand about the intention of what speaker says based on the clarity of context and component of speaking to achieve the

goal of language teaching. One of the problems in foreign language teaching is preparing the learners to be able to use the target language. Speaking skill is still considered by the students as a difficult and complicated skill to master (Bygate, 1987).

Based on the cases above, the researcher should provide methods that make students interested to learn speaking and can help their progress in speaking ability. To solve the problems, the writer using cooperative learning, the product of cooperative learning is STAD (Students Team Achievement Division).

1. Cooperative Learning

Cooperative learning is a term of a general set of learning that is designed to enhance cooperation between students in learning. In cooperative learning, students work in pairs, to maximize their own and other learning. In addition, cooperative learning frequently new ideas and their solution i.e. process gain, develop high level of reasoning and transfer of information and knowledge from one situation to another situation i.e. group to individual transfer than any type of other learning (Johnson, Johnson, & Holubec, 1994). The present study investigated the effect of a form of cooperative learning instruction that is students' team achievement division (STAD).

According to Slavin (1982) The essential feature of cooperative learning is that the success of one student helps other students to be successful. Cooperative learning is an old idea in education, which has experienced a substantial revival in educational research and practice in the past few years. The term refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance.

In the cooperative learning, there are several methods exist, one of them is STAD (Student Team Achievement Division). It method was developed by the author of Johns Hopkins University. In the learning process, student should make a group four to five student in each group.

2. Student Team Achievement Division

STAD (Students team achievement division) is one of the various techniques in cooperative learning, which make promote collaboration and self-regulating learning ability. The reason why the researcher selection of STAD is good interaction among students, improve positive attitude towards subject, better self-esteem increased interpersonal skills. STAD also add an extra source of learning with in the groups because some high achievers act as a role of tutor, which result in high achievements. Student Teams-Achievement Divisions (STAD) In Student Teams-Achievement Divisions (STAD) (Slavin, 1982), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

METHOD

Qualitative research was used in this research. Qualitative research is considered appropriate to understand teaching learning process by using STAD method by which events and actions take place (Maxwell, as cited in Apsari).

The data of this research was gained by the observation and questionnaire. The background of researcher that used qualitative research is to explain the result by description. The goal of content analysis is the systematic examination of communicative material (originally from the mass media in particular). This does not have to consist exclusively of texts: musical, pictorial, plastic or other similar material may also be treated (Flick, Kardoff, & Steinke, 2004).The

sample of the research is the student of class VIII A of SMP Negeri 1 Jatisari that using Student Team Achievement Division method for study.

RESULTS AND DISCUSSION

Results

This section discusses about the data analysis that the researcher finding based on the data. The instrument of data collection is using questionnaire and observation sheet. The aim of this study is to analysis how the students’ feedbacks of teaching learning process by using STAD method in teaching speaking.

Table 1.
Result of the Student Responses About the Method Used

NO	QUESTIONS	YES	NO
1	Students Enjoying English Subject	30	3
2	Students Enjoying English in Speaking Aspect	28	5
3	Students have some difficulties in speaking English	8	25
4	Students Never Practice speaking English	20	13
5	Student ever use innovative method to improve their speaking skill	0	33
6	Students Enjoy using STAD method	33	0
7	STAD helps the students improving Speaking skill	32	1
8	STAD helps students raising up their confidence	32	1
9	There are many Improvement in Speaking skill	31	2
10	Students Enjoy English using STAD method	32	1

Based on the table above. 30 of 33 students like english as a subject. However, all students have difficulty speaking, especially in english. After getting learning with the stad method, students become more enjoy learning english. Students also feel an increase in english in the aspect of speaking. Only one still has no interest in english. Both before and after using the STAD.

Discussion

The study was conducted on eighth grade students of SMP Negeri Jatisari 1. The samples are students of class VIII A, amounting to 33 students. Learning using the STAD method was conducted in four meetings. or as many as eight hours of lesson.

In the first meeting, the teacher explains the purpose of the study and explains the methods that will be used for the students and the procedures. The lesson plan has been made before adjusting to the advanced material from the previous chapter. It is an important of teaching to make a guide for the teacher during the teaching-learning process.

Planning for students’ curriculum-based learning that integrates appropriate and pedagogically powerful use of the full range of educational technologies is challenging. Considerably detailed and deliberate planning decisions need to be made, based upon multiple decision points, and

chosen wisely from among a full range of possible educational activities that incorporate technologies in powerful ways.
(Harris & Hofer, 2009)

The process of teaching and learning is a process that plays an important role in acquiring and disseminating knowledge. Teaching includes all these: actions, reminders and guidelines that are taught (Copriady, 2013). The planning phase covers the discussion of the problems faced by the teachers in handling the class and planning the lesson that resulted in a lesson design that can be implemented by teachers for students (Primandhika & Firmansyah, 2018).

Before giving a lesson, the teacher asks students to make a group first. group formation by the way students take balls that have 6 different colors, each student who has the same color means a groupmate.

In the teaching and learning process, the teacher explains the topic to the whole class, and then assigns the material to heterogeneous groups to further discuss the material and to ascertain that each member understands the materials and that his or her group mates also understand the topic. This group discussion and peer tutoring prepare learners for a quiz. For the quiz, learners are scored individually, but each learner's score contributes to the overall score of the group.

Curriculum used in that school is 2013 curriculum (K-13). Therefore, the material was adopted from the coursebook of 2013 curriculum. According to Gunawan (2017), Curriculum 2013 emphasize greatly in building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic approach that benefits students' cognitive abilities.

Based on research, the aspects emphasized in this method are group collaboration and the desire of students who are high in learning, especially speaking. In the use of the STAD method, the level of confidence of students increases because they are challenged to have to compete with other groups. In this technique, students are required to collect high individual values so that the total value of the group becomes high and becomes a winner.

To motivate the students to develop the ability to ask in mathematics, it needs strategies that must be done by teachers in providing learning support, so that students can be motivated to learn independently, at least in submitting problems encountered in the form of questions or statements (Hendriana, Rohaeti, & Hidayat, 2017). Therefore, strategies must be created to increase student motivation in learning. because not all students have motivation in themselves to learn. Teachers must be able to stimulate the process of forming student motivation in solving problems in lessons both in the classroom and outside the classroom.

The topic discussed during the field research was My Uncle is Zoo Keeper. The topic uses descriptive text in its linguistic elements. The curriculum in Indonesia requires students to be able to write some kind of text like recount, report, discussion, explanation, exposition, new item anecdote, narrative, procedure, description, and review. Descriptive text is one of the genres taught for the eighth grades students at Junior High School (Masitoh & Suprijadi, 2015). Because the objective of the study is to improve students' speaking skills, the task given is to make text descriptives with the groupmates and then retell student's work in front of classmates.

The final assessment given by the teacher to find out the increase in students in speaking is to re-create descriptive texts individually, and retell orally in front of classmates as they did before.

CONCLUSION

From the analysis, it can be concluded that the implementation of using cooperative learning, Student Team Achievement Division in improving students' speaking skill gives positive impact for students. Besides the student may develop their speaking skill. During the learning process, students are enthusiastic about the way the teacher delivers the learning material. Students also feel challenged when they know that they are competing. The competitiveness of students is needed to improve students' ability to speak. As long as learning activities take place, students enjoy and are enthusiastic about the methods used. Visually, students give full attention to the teacher when delivering teaching material.

In the author's experience as a teacher, cooperative learning is the good approach to stimulate student cooperation with other classmates. Because basically, if not with a little coercion, students will find it difficult to express opinions. This method is very effective in forming aspects of student cooperation and independence as well as self-confidence.

ACKNOWLEDGMENTS

The highest gratitude to Allah SWT for opportunity and blessing us, so we can complete this article. We thank the beloved campus IKIP SILIWANGI Bandung as our institution. We also thank Mr. DASEP SUPRIJADI, M.Pd and Mr. Yana, M.Pd as our advisor lecturers. Also, we thank to Mr. WAHYU HIDAYAT, M.Pd and Mr. DIDA FIRMANSYAH, M.Pd who has helped us in completing and publishing this article.

Thank you to the Head of Jatisari 1 Junior High School who has allowed us to do research at the school. and thanks to all those who have helped in the process of making this article.

REFERENCES

- Apsari, Y., & Yana, Y. (2016). Teachers' techniques And Problems In Teaching Reading. *P2m Stkip Siliwangi*, 2(2), 217-233.
- Apsari, Y. (2018). Reflective Reading Journal In Teaching Writing. *Indonesian Efl Journal*, 4(2), 39-47.
- Bygate, M. (1987). *SPEAKING*. Oxford: Oxford University Press.
- Copriady, J. (2013). The Implementation of Lesson Study Programme for Developing Professionalism in Teaching Profession. *Asian Social Science*, 9(12).
- Flick, U., Kardoff, E. von, & Steinke, I. (2004). Qualitative Content Analysis. In *A Companion to Qualitative Research* (p. 432). London: SAGE Publications.
- Gunawan, I. (2017). Indonesian Curriculum 2013: Instructional Management, Obstacles Faced by Teachers in Implementation and the Way Forward. *Advances in Social Science, Education and Humanities Research*, 128.
- Harris, J., & Hofer, M. (2009). *Instructional Planning Activity Types as Vehicles for Curriculum-Based TPACK Development*. Charleston, SC, US: Publisher: Association for the Advancement of Computing in Education (AACE).
- Hendriana, H., Rohaeti, E. E., & Hidayat, W. (2017). Metaphorical Thinking Learning and Junior High School Teachers' Mathematical Questioning Ability. *Journal on Mathematics Education*, 8(1), 55-64.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *Cooperation in the Classroom and School*. (J. Houtz, Ed.). Virginia: ASCD Publications.
- Masitoh, S., & Suprijadi, D. (2015). Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eighth Grade Students of SMP Islam Terpadu Fitrah Insani at the Eighth Grade Students of SMP Islam Terpadu Fitrah Insani.

ELTIN Journal, 3(1).

Nunan, D. (1999). *Second Language Teaching & Learning*. Florence: Heinle & Heinle Publishers.

Parmawati, A. (2018). Using Analytic Teams Technique To Improve Students' speaking Skill. *Edulitics (Education, Literature, And Linguistics) Journal*, 3(2), 21-25.

Primandhika, R. B., & Firmansyah, D. (2018). The Quality Improvement in ICT Application for Indonesian Language Learning through Lesson Study for Learning Community. *Journal Of Educational Experts (JEE)*, 1(1), 59-68.

Slavin, R. E. (1982). *Cooperative Learning: Student Team*. United State: National Education-Association of the United States.