

# TEACHING SPEAKING BY USING TEAMS-ACHIEVEMENT DIVISIONS (STAD)

(A Case Study at The Third Semester Students of Class 02 of English Departement of  
Teacher Training And Education Faculty of Slamet Riyadi University  
In The 2012/2013 Academic Year )

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## ABSTRAK

*Penelitian ini bertujuan untuk menjelaskan tentang kemampuan berbicara mahasiswa dalam bahasa Inggris terutama bagi mahasiswa yang mempunyai rasa percaya diri yang tinggi. Penelitian ini juga dimaksudkan untuk menjelaskan penggunaan teknik STAD untuk mengajar kemampuan berbicara. Dalam teknik ini, mahasiswa dibagi kedalam kelompok-kelompok yang setiap kelompoknya terdiri dari empat sampai lima mahasiswa yang kemampuannya berbeda-beda. Teknik ini dipercaya dapat meningkatkan kemampuan berbicara mahasiswa dan juga lebih melibatkan mereka dalam proses pembelajaran. Penelitian ini merupakan studi kasus. Subjek penelitian adalah mahasiswa semester tiga kelas 02 Pendidikan Bahasa Inggris, UNISRI tahun akademik 2012/2013. Instrumen penelitian berupa catatan lapangan, kuesioner, wawancara, dan hasil test. Kriteria kesuksesan mahasiswa dalam berbicara ditunjukkan oleh nilai mereka. Hasil penelitian menunjukan sikap positif mahasiswa terhadap kegiatan dalam kelompok di kelas; terjadi peningkatan yang signifikan dalam keikutsertaan mahasiswa dalam aktivitas di kelas. Peningkatan kemampuan berbicara mahasiswa juga terlihat dari nilai individu mereka yang meningkat. Kesimpulan yang dapat ditarik adalah penggunaan teknik STAD dalam mata kuliah Speaking dapat memberikan dampak positif dalam kemampuan berbicara mahasiswa.*

**Kata kunci:** *Speaking, Teknik STAD*

## ABSTRACT

This study is based on the needs to describe the students' speaking ability, especially the students with high self confidence. Therefore, it is designed to describe the students' speaking ability through the use STAD technique. In this technique, the students are divided into several groups. Heterogeneous teams of four or five students study together in preparation for individually taking a quiz on the material presented by the teacher. This technique is believed to improve the students' speaking ability and their involvement in the teaching and learning process. This study constitutes a case study research. It was conducted by the lecturer in observing the implementation of the STAD technique. The subjects of the study were the class 02 students of the third semester of English Department, Teacher Training and Education Faculty, UNISRI Surakarta. The instruments utilized were questioner sheet, observation checklist, field notes, audio recording, and students' self-assessment sheets. The criteria of success were determined by the students' scores on their speaking product. The success of this technique was also determined based on the students' attitude toward the implementation of the technique and their involvement in the teaching learning process. The findings show students' positive attitude towards group work activities in class. This contributes to a significant increase in students' participation in their groups. The general results obtained also indicate some improvements in students' speaking when they are assessed individually. Hence, STAD technique which include group work activities could have significant pedagogical implications and could be a practical technique if they are carefully planned to teach speaking skills among the students.

**Key words:** Speaking, STAD Technique

## INTRODUCTION

As social being, people need to communicate with the people around them by activating their speaking skill. Ur (1996: 120) states that of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. Speaking skill takes a great importance because people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (Ur, 1996: 120). In other words, someone’s knowledge about a language can be measured through his/her speaking. Classroom activities that develop learner’s ability to express themselves through speech would therefore seem an important component of a language course.

In English Department of Teacher Training of Education Faculty UNISRI, lecturers teach speaking by using communicative approach. Lecturers often use role play, simulation, and also group discussion. Moreover, concerning the importance of affective and psychological factors in students’ success in learning speaking; lecturers want to pay more attention on them. In this research, the writers focus on self-confidence.

According to Widdowson (1978: 6), speaking is the movements of the speech organs to produce sounds which are perceived by the ear. Speaking involves how and what something is said, in which both are fundamental to effective expression (Petty and Jensen, 1980: 6). Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words

in the right order with the correct pronunciation

2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Moreover, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998: 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided such as role play, simulation, information gap, discussion, and communication games that can be applied to ESL and EFL classroom settings (The Internet TESL Journal, Vol. IV, No. 8, August 1998).

There are a lot of approaches and methods that can be used by teachers to teach speaking skill. In this research the writers focus their attention on teaching speaking by using STAD especially for students having high self-esteem. STAD can be one among the kinds of cooperative method suggested by experts for its superiority. In this case, Biehler and

Snowman (1997) state that cooperative-learning methods have been proven effective in increasing motivation for learning and self-esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates, and increasing performance on tests of comprehension, reasoning, and problem solving. Besides, STAD is one of the simplest and most flexible of the cooperative-learning methods, having been used in grades 2 through 12 and in such diverse subject areas as math, language arts, social studies, and science. In STAD, similar with other cooperative-learning methods, students are also assigned to four- or five-member groups, with each group mirroring the make-up of the class in terms of ability, background, and gender. Teacher then presents a lesson, and students work within their teams to make sure all team members have mastered the lesson. After that, all students take individual quizzes on the material, at which time they may not help one another.

The importance and role of English cannot be denied as it is used widely in the world of ICT, as well as in educational field and everyday's real life situation. One needs to be competent in English language and well-versed in spoken English with the corresponding spread of English as a world language. In Indonesian context, the purpose of English language instruction is to prepare the learners for effective and efficient communication in English in their social and professional situations (Citrawalu, 2005).

The ability of students to be able to communicate naturally in English is one of the long term goals that language teachers would like to achieve in class. According to Bygate (1987), the problem in teaching a foreign language or a second language is to prepare the students to use the language. Indeed, it is a demanding task for language teachers to provide sufficient inputs for students to be competent speakers of English. Usually, students feel insecure about their level of English and they face

problems communicating as well as expressing themselves in the target language. As a result, they rather remain silent as they are in fear of making mistakes and do not show active participation in speaking lessons.

In addition, language teachers at schools or universities do not give full attention on speaking activities due to some constraints. They are required to complete the goal of the syllabus by following the yearly plan, prepare materials for lessons, be involved in non-academic duties, etc. Moreover, some EFL teachers prefer individual and pair work in class due to the fixed seating arrangement. Thus, emphasis should be given to address this problem as speaking is an important element in mastering English language.

From the explanation above, the problem statements of this research are the followings:

1. What are the Issues of students' speaking in an EFL classroom?
2. How is the students' perspectives with regards to their involvement in oral group activities?
3. What is the potential implication of STAD on the students' individual performance in speaking assessment?

The objectives of the study are as the followings:

1. to examine the issues of students' speaking in an EFL classroom.
2. to identify the students' perspectives with regards to their involvement in oral group activities.
3. to determine the potential implication of group work activities on the students' individual performance in speaking assessment.

This study helps to determine the effectiveness of using STAD Technique in teaching speaking in EFL classroom. It provides language teachers with the rationale to carry out oral group work activities in class to improve students' speaking skills. This study also gives suggestion to EFL teachers to develop successful oral group activities as they can

identify the major problems faced by their students. Thus, teachers are conscious with the advantages of group work in teaching and learning process.

In addition, the students will appreciate and work with the strengths of others. This will increase learning, planning and discussion skills and eventually improve their speaking capabilities. The students will be involved as participants and decision-makers in oral group work activities. Besides, the value of group work in EFL classroom will be determined. Hence, this study is helpful to provide knowledge on ways to develop natural ways in speaking activities.

## **RESEARCH METHOD**

This study uses a single case study research because research is only done in one place and just focus on learning speaking by using STAD technique as seen from students's self-confidence. Researchers applying STAD technique in learning speaking, observing and analyzing how STAD technique affect the learning process, the achievement of learning outcomes, and student affective factors, namely self-confidence is one of the factors that influence student achievement. In this case, researcher also observed and analyzes how self-confidence affects the success of students in learning speaking. The approach used in this study is descriptive qualitative because the study was based on data obtained in the form of observation, documentation, interviews, handwritten notes, and other supporting documents.

## **RESEARCH FINDINGS AND DISCUSSION**

Generally, the findings show the desired results with regards to the issues in speaking activities among the third semester students of class 02, Slamet Riyadi University. Some of the issues identified include the students' proficiency of spoken language that hindered their participation in class, their inability to

practice the language outside the class, teachers' inconsistency in conducting speaking activities in class, etc. The students' perspectives with regards to the involvement in the oral group activities were identified, which include students' enthusiasm and motivation, contribution, sense of belonging as well as the importance of peer correction among group members. Also, there was a positive implication on the use of STAD whereby the students showed improvements in their individual performance in speaking assessment.

Besides, the teacher from the interview sessions agreed with the use of group work in teaching speaking. According to them, it was more student-centred and effective in getting every student to be involved in the tasks. Through the observation, students' engagement in the group work was observed and a few elements were generally recorded - their ability to communicate in English, team working, interaction among members, enthusiasm as well as students' motivation in the group work activities. The functionality of STAD in polishing their speaking skills was determined in the three classroom observations.

From the observations conducted, it was found out that the students felt free to express themselves when interacting in smaller groups. In other words, group work helped to reduce students' anxiety to speak up in front of the class. Hence, the best time to overcome the speaking problems is through the practice in group work. This finding resembled the idea of Harmer (1985) who stresses that group work is an attractive idea to increase the amount of students' talking time. Students use the language to communicate with each other and more importantly, to cooperate among themselves.

In order to get every student participating in the group work, it is essential that the activities should be appropriate to students' level and could

interest them to participate. Therefore, making the students interested in the activity is one step ahead of conducting a successful language learning activity. In smaller groups, students learn to ask and receive help from the members. Students who contribute to the groups found the activity rewarding when their suggestions are valued and their contribution is linked to the success of the whole group.

Hence, with all the preparations, confidence and good implementation, all the anticipation in speaking classes would become a reality as students can see the relevance and importance of group work activities to improve their speaking. The implementation of speaking activities through group work provides noticeable interaction in the group as the students gain confidence to overcome the fear in speaking activities.

## CONCLUSION

Having stated the findings above, there were nevertheless a few limitations of the study. Firstly, this study was carried out only in class 02 (third semester students of Slamet Riyadi University of Surakarta); the result collected was only valid for that respective school. To make the research findings more reliable, more responses from students of that school should be collected. In addition, English teachers always conducted individual or pair work activities due to the fixed seating arrangement in the classroom. The students might be unfamiliar with the use of group work in class. They might not realize the benefits of using group work to improve their speaking ability and thus, did not show enthusiasm in participating in the group work activities.

Also, due to time constraint, only three observations were made. In the three group work activities, the researcher remained as an observer while the students were engaging in the activities. The researcher might not have ample time to record the behaviours of all the students when they were engaged in the speaking

tasks in their groups. Besides, the development of speaking skills demands longer time to assess; however the period allocated to carry out the research in school was only three months.

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