

Improving Students' Speaking Ability Through Students Teams Achievement Devison (STAD) at The Second Grae Students of SMA

Katolik Delimurni Delitua

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The objectives of this research are find out the students ability in speaking through Students Team Achievement Devison (STAD) at the second grade SMU Katolik Delitua . The good teacher is able to find the good strategy in the teaching and learning process so that the students will interest to study English. One of strategy used in teaching speaking ability is Students Team Achievement Devison (STAD) . The population of this study was all of the second grade of SMU Delimurni which consist of 60 students. The sample consist of this research are 30 students. This study use quantitative research using an experimental design and control design, the examiner intentionally revised appearance of the difference and then it was examined how the result was. This research required two groups of student namely experimental group and control group. experimental group was treated with Students Team Achievement Devison (STAD) during studying English . where as control group was treated without Students Team Achievement Devison (STAD) it can be seen that the mean score of the pre-test in the control group is 46.35 and the post-test 57.30, and mean of deviation is 10,95. it means that the deviation is low. From the total score pre test of the experimental class (1.600) and the total score pre test of the control class (1.360) can be concluded that the achievement of both group was the same. After getting the treatment Students Team Achievement Devison (STAD) , the total score post-test of the experimental (2.337) was higher than the total score post-test of the control class (1.686) which did not get the treatment. It can be said that Students Team Achievement Devison (STAD Strategy can improve the students ability in speaking and this strategy provide the students' Motivation and enthusiasms in learning English.

Key Words : Speaking, Students Team Achievement Devison (STAD)

Introduction

Speaking is one of four language skill, which is basic function of language as communication instrument. It is important for the learners to practice their capability and their understanding, how to send idea, and how to spell word well. As stated by Tampubolon on his previous research that speaking is necessarily needed by students to help them communicate with their peers as well as to exchange their ideas and thought through communication (2020) In this case the students' motivation and interestare very needed to make the process of their understanding more easily. Some of figures also say that speaking is gold silent is silver. Those expression showed us about the importance of speaking skill.

In teaching speaking, most teachers wish their students could speak fluently, but it is not as easy as they hope; it needs various ways in reaching the target. In this case, one of the ways of teaching speaking strategy is by cooperative learning, through cooperative learning the students. Trianto (2007) states that cooperative learning is condition where the students learn together as a team in completing groups tasks and have the same responsibility for the success of the group. through cooperative learning, students can be more enthusiastic in learning English and they can also practice directly in with their friends. STAD cooperative learning is one of the simplest cooperative learning models and is the best model for beginning teachers who are new to using cooperative learning models. consists of five main components, namely class percentages, teams, quizzes, individual progress scores and team technique. Those expression will make the students be motivated to study. The teacher who is able present the material easily will be students' idol. The teacher can use picture and dialog in teaching learning process to help the students' understanding about the material that is explained. So, to make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use Students Teams- Achievement Devisions (STAD) Strategy in teaching speaking of English language, it can help the students for speaking to make interaction between the students with students. Furthermore, the teacher has to prepare the interested technique before teaching learning process done. Students Teams- Achievement Devisions (STAD) must be able to increase the students' motivation in learning English, especially in speaking English. Those expressions have to be able to manipulate, seeable, listenable, and readable. At last the teacher hopes Students Team Achievement Devisions can motivate the students to speak English communicate their need, especially in the classroom and in their daily need in general.

The research is interested in investigating the improving the students' speaking ability through Students Teams- Achievement Devisions (STAD) since this strategy provide the students' Motivation and enthusiasms in learning English

Review of Literature

Speaking Ability

Four language skills consist of listening, speaking, reading, and writing. Speaking is the second skill that needs to be comprehended by the people chronologically in their life. In fact, the first times he comes to the world just proud of his ear to listen to his mother, subbing and surrounding. Then he tried to utter the guidance to the adults likes his mother.

The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears involve. To begin with speaking is used for many different purposes and each purpose involves different styles. When we use casual conversation, for example our purposes may be to make social context with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.

In this parts the researcher is going to describe about the meaning of speaking ability, the importance of speaking ability, the nature of speaking ability, function of speaking ability, the factors effect of speaking ability, and the assessment of speaking ability. Speaking ability consists of two words "speaking" and "ability". Speaking is the capability to articulate the expression and

delivering thought, opinion and wish (Tarigan,2010:21). According to Djiwandono (2009: 68) that speaking is the activity to deliver language and to communicate idea and thought orally.

Ability is a power in doing to something, fitness for ability for being improved (Hornby, 2011:78). Ability is capability or a power to do something physically or mentally. Based on the explanations, it can be concluded that speaking is to utter the articulation of sound to express or state also deliver the opinion and wish. Therefore, it both speaking and ability are combined, so it means that capability to utter the articulation of sound to express or deliver thought, wish to other people to do communication task. The process of speaking is used to be able to speak well and right. Haryanto (2010:26) says that a well speaking must be able to deliver right message and can be understood, familiar by other people or the listener. Referring to the aspects of speaking, Tarigan (2010:42) states the speaking activity may be viewed from appropriate utterances, stress, choice of appropriate word of speaking target. The other opinion says that the aspect of speaking consist of utterances, grammar, vocabulary, fluency, content and comprehension. (Nurhadi, 2005:23) Furthermore, Richard (2002:206) states that communicative activity include grammatical competence, discourse competence, sociolinguistic competence and strategic competence, which reflect use of linguistic system and the functional aspect of communication. Based on the above opinion, it can be concluded that aspects of speaking ability are determined by utterances, grammar, vocabulary, fluency, content, comprehend, appropriate of word choice, familiar, placement of stress etc. However, not all of them will be describe below, but, it will be focused on the some aspect of utterances, or pronunciation, vocabulary, grammar and comprehension.

Cooperative Learning

Trianto (2007) states that cooperative learning is a learning model designed to teach academic skill, Socia Skill and Interpersonal Skill. In the cooperative learning the teacher ask the student to be brave speak in front of the other students so that it can be motivate them to study English since in this strategy the students learn together as a team in completing groups tasks and have the same responsibility for the success of the group, through cooperative learning students can be more enthusiastic in learning English and they can also practice directly in with their friends. This strategy can also make the students happy in learning English.

Students Team Achievement Devision (STAD)

Students Team Achievement Devision (STAD) is the one strategy in the Cooperative Learning. Lie (2010) states that cooperative learning with the term mutual cooperation learning is a teaching system that gives students the opportunity to work together with other students in structured assignment. Cooperative learning that can be applied by the teacher to improve the students ability in speaking is Students Team Achievement Devision (STAD) Strategy

Students Team Achievement Devision (STAD) allows students in province opportunities to work together and help each other fellow students positively interdependence, each students can mutually fill each other, improve individual skills, improve group skills, increase commitment, prejudice peers and have no resentment. In addition, Maelasari (2017) remarked that this technique is conducting by grouping students in various ways based on ability, gender, race and ethnicity. First of all, students study the material together with their group mates then do individual testing

through quizzes. Quiz score obtained by each members should make an attempt to get the maximum scores in the quiz if they want their group to get highest award. In the other hand, Ratumanan (2015) explained that STAD students were placed in mixed groups according to performance, gender and tribes consisting four to five members. The learning process begins with the teacher delivering the subject matter and then the students in groups to ensure that all group members have mastered the subject matter. In the end, the teacher gave a test material to all the students. Istarani (2011) States that this learning model has many good benefits in increasing student motivation. 1. The lesson will be clearer because at the initial stage the teacher first describes the material 2. This Strategy make the learning atmosphere more fun because students are grouped in heterogeneous groups 3. Can improve cooperation between students given the opportunity to discuss in one group 4. With quiz model questions, it will increase children's enthusiasm to answer questions 5. Can find out the ability of students to absorb teaching material.

Population

Population is the number of people, which have the same characteristic (Arikunto, 1998). Moreover she states that a population is a set of collection, all elements possessing one or more attributes of interest. Meanwhile Arifin (2003; 6) states that a population is a number objects with a certain characteristic that are aimed at a field of investigation.

Based on definition above, the researcher inferred that population was the entire subject of study which was examined. So, the population of this study was the second grade of the SMU Delimurni Students. The number of the second grade Students of Deli Murni School consist of 60 Students

Sample

The sample is a part of representative population examined or investigated (Arikunto, 1998; 109). Furthermore Ary (1979; 163) defines a sample as the small group that was observed. Meanwhile Arifin (2003; 6) defines sample as some of population that present the whole population. Kind of sampling is used in this study was quota sample it is not done base of the area, but based on number determined. The sampel of this research consists of 30 students were chosen randomly by using lottery technique.

Instrument of data collection

In this study the researcher used interview test as the instrument for collecting data. The interview test was conducted in both groups: Experimental and Control group.

The accuracy of the result was very determined on how accurate the use of instrument.

Relating to researcher used oral test as an instrument. Ary (2005; 216) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Moreover Heaton(2007; 89) states that the test must be appropriate in terms of our objectives, it depends on the evidence provide and particular situation.

In order to avoid misunderstanding in the readers' mind, the researcher informed the kind of test that used in this research was speaking test as an instrument. The aim of it was to measure the skill, knowledge, ability, etc. the statement in situation form was used to stimulate the subject to build their opinion and the subject changed the situation into the conversation form.

Technique of Data Collection

In order to get data, the researcher administrated the way of collecting data as follows;The writer prepared statement in situation form which focused in gratitude and appreciation. Then the students practiced the situations into conversation form with their partner. It means that they changed the situations into conversation form. While, the students were doing conversation, the researcher recorded them by using tape recorder. Before practice the conversation, the students were given 15 minutes to study the situations, and practiced the conversation in 20 minutes.

Result and Discussion

The data were taken from the result of sample's speaking test. The data were divided into two groups namely experimental and control group. Both experimental and control group were given speaking test form on pre-test and post-test. The students' score we obtained. The following is the result of the pre- test and post-test of both experimental and control group.

Table.1.The result of experimental group

The Amount of The Students	Mean of the Pre-Test	Mean of the Post-Test	Deviation
30	53,40	77,90	24,50

From the table.1. above, it can be seen the mean of the score in the experimental group, from pre-test (53.40) to post-test (77.90). So the deviation is 24.50. Mean of deviation of the experimental group is 24,50 it means that the deviation is high. This group was taught by using Students Team Achievement Devision (STAD)

Table.2. The Result of the Control Group

The Amount of The Students	Mean of the Pre-Test	Mean of the Post-Test	Mean of Deviation
30	46,35	57,30	10,95

From the table .2. above, it can be seen that the mean score of the pre-test in the control group is 46.35 and the post-test 57.30, and mean of deviation is 10,95. it means that the deviation is low. This group was taught without Students Team Achievement Devision (STAD). The writer used Students Team Achievement Devision (STAD) Technique since this technique is one of teaching strategies as a tool to increase the students' speaking achievement and can make the students active when learning English in the classroom, before the strategy was applied for experimental group the writer gave the students in control group pre-test to see their ability. The next step was applied by Students Team Achievement Devision (STAD) of this group. After applied the strategy, the writer gave the students post-test to see whether their ability in speaking would be affected by this strategy.

Discussion

There were 30 students as the sample in the experimental and control groups. The writer choose this population because based on the writer's observation it was found that most of the students have minimum skill in learning English especially when the writer persuade them to speak

English. Based on the writer observation, many students in Senior High School not interest to study English subject. It also happened on the second grade Senior High School Delimurni Delitua. Their ability in English subject is lack. Actually they need a new learning style in teaching learning process. The result of the study indicated that teachers of English might be familiar with Students Team Achievement Devision (STAD) on students' speakingability. Besides, the English teachers who are teaching English may use this information to develop a good skills in listening, speaking, reading and writing. In conducting the research, the writer found some experience problems from the students during the teaching and learning process, namely :the students are difficult in speaking English. To solve this, the writer taught them in treatment. And the researcher taught them by new strategy is Students Team Achievement Devision (STAD). In the middle of teaching and learning process, some of students were not interested to that lesson. To solve this, the writer gave the students motivation and jokes to build students spirit in the class and the result of the treatment show that the students ability in speaking is improving .The data obtained from the score were the result of the experimental and control class. From the total score pre test of the experimental class (1.500) and the total score pre test of the control class (1.260) can be concluded that the achievement of both group was the same. After getting the treatment Students Team Achievement Devision (STAD) the total score post-test of the experimental (2.400) was higher than the total score post-test of the control class (1.690) which did not get the treatment. It can be said that teaching Students Team Achievement Devision (STAD) gave positive effect on the ability of the students in speaking especially in expressing gratitude and appreciation

Conclusion

The conclusion of this study are : the ability of the students in speaking in using Students Team Achievement Devision (STAD) got higher score than the student taught without Role Play Technique. There is achievement levels of the students ability in expressing their speaking using Students Team Achievement Devision (STAD) at the second grade students SMU Katolik Delimurni . In this case, both experiment and control classes were getting improvement in their post-test but the higher score was found when the student used role Students Team Achievement Devision (STAD) and the student enjoy to study English by using this technique. There is a significant difference between the students' ability in experimental and control class by using Students Team Achievement Devision (STAD) The calculation of the t-count was higher than the t-table

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