IMPROVING THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 1 SALO KABUPATEN KAMPAR THROUGH *STAD* TECHNIQUE

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Abstrack

Student-Team Achievement Division (STAD) is one of the certain strategies to solve the problem above. STAD is one of the cooperative learning approaches that makes the students understand about how to improve students speaking ability well. STAD a based on the idea of having students work in cooperative learning teams to learn academic objectives. STAD has been described as the simplest of a group of cooperative learning techniques referred to as Students Team Learning Methods. In Student Team Learning, the student tasks are not to do something as a team. But to learn something as a team, where the team's work is not done until all team members have mastered the material being studied.

This research was intended to know whether STAD technique can improve the speaking ability of the second year students of SMP Negeri 1 Salo Kabupaten Kampar. The researcher was helped by a collaborator and used observation sheets and field notes as the instruments of the research. Besides, she also used speaking test to see the improvement of students' speaking skill on each cycle.

At the beginning of cycle 1 or before treatment was given, the average score of the students' speaking ability was 52.5. At the end of cycle 1 or after the students getting treatment the students speaking ability was improved to 66. The researcher gave the score to the students independently. The components of speaking ability were improved by the students after the treatment was given. The components of speaking which evaluated as follows: (1) pronunciation, (2) grammar, (3) vocabulary, (4) fluency, and (5) comprehension.

Based on the findings, it was concluded that the use of STAD technique can better improve the level of speaking ability of the second year students of SMP Negeri 1 Salo Kabupaten Kampar.

Keywords: Speaking Ability, STAD Technique, improve

INTRODUCTION

Language learning has been developed since people want to get in touch with people from other areas that have different languages. The need of the language has risen day after day to be more than a supporting tool for communication. There are a lot of reasons of why people want to learn a language. It may be for business purpose, diplomatic purposes, socializing purposes, educational purposes or even prestige purposes.

One of the main purposes of learning teaching English is to provide the students to be able to communicate one another in English. To have a good communication, students have to be able in speaking any language including the English language. Speaking is important skill because some one can express his or her ideas or give imformation to others by speaking. Therefore students need to be able to speak English appropiately.

Brown says quoted by Sarifuddin (2003), states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information there is a listener to receive information and there is a process in giving the information itself.

To help the students improve their speaking competence, a teacher needs to give her students many oppurtinities to practice **(Nunan, 1985)**. The teacher needs to use imagination in devising situations which can provoke the use of language in the expression of the students own meaning, even the students have very limited vocabulary to construct the sentences. **Brown, et al (1982)** said that speaking ability is the ability to say the sounds of language to express or receive idea orally.

Further more, for being able to speak, students actually need to know how to express his ideas, thought in a good way. In order to express his ideas in good way, beside the students need to know a certain amount of grammar and vocabulary, they also need to have a good pronunciation of the speaker is not good and not good and not clear, it will causes misunderstanding and what the speaker say cannot be understood.

A language has many parts and components that are contained in order to be used by the people in communication or speaking. According to Harris (1969) there are five components of speaking, they are: (1) Pronunciation: it includes vowel, conconant, stress and intonation of pattern. (2) Grammar: it means the ability to use the sentences in general stucturing using. (3) Vocabulary: it includes the right and appropriates word in using. (4) Fluency: it includes the ease and peed of the flow of speech. (5) Comprehension: it for oral communication certainly requires a subject respond to speech as well as initiate it.

Trough the writer observation, speaking is rather difficult skill for the students to master compared with the other three skills of the English. It's based on the lack of students responds in teaching and learning process. The weakness

can be caused by lack vocabulary, structure, the functional or grammar, the functional of expression and their classroom environtment influence. Some indicators are found and considered as the causes of inability of the students to communicate one another fluently. The indicators are: the large total number of students in the class, the various level of student's ability, students less of motivation from internal and extrnal, the clever students tend to work individually and the previous method that caused by the teacher. The fact above can be caused by (1) the students aren't able to arrage words into a sentence; (2) the students can't choose the correct words; (3) the students can't pronounce the words correctly and clearly; (4) their intonation is not correct; (5) the students lack of vocabulary.

It is very necessary to implement the appropriate method or motivating for the students to make they are able to speak English. They can share and express their ideas, and they can communicate with the people around them at least in a simple sentence or short dialogue. One of the methods of learning that can give the students chance to interact, to communicate, and to cooperate during the learning process.

The writer dicided to use STAD technique to solved the problems. The witer used STAD technique because research shows that STAD technique can builds diversity awarness among sudents. It encourages students to use their differences to help each other. Students are placed in a situation where they are able to interact with peers that they otherwisw may never socialize with behaviours which might appear in other settings become understandable when students are given the opportunity to explain and depend their reasoning. As students observe each other's reasoning processes, there is more room to understand and appreciate their differences. In addition, because the students are places in a supportive environment where groups – processing skill are essential, they are more likely to accept these differences than they would in a competitive, non – interactive environment. This greater understanding of their differences also helps students learn to resolve social problems which might arise (Johnson, 1990).

The appropriate learning technique in this research was Team Achievement Divisions (STAD) technique developed by Slavin (1995). STAD stands for Students Team Achievement Divisions, is one of Cooperative learning methods. In STAD, the students are assigned to four or five members learning teams. Each team is microcosm of the entire class, made up of high, average and low performing students, boy and girls, and the students of different racial and rthnic backgrounds. Each week, the teacher introduced new materials through a lectire class discussion, or some form of a teacher presentation. Team members then collaburate on worksheets designed to expand and reiforce the material taught by the teacher.

Based on the explanation above, the writer think that STAD technique can be used to increase the students' speaking ability. So that, the writer is interested to conduct the research on increasing the students' speaking ability through

STAD technique (Students Team Achievement Divisions). Hopefully the result of this research has some valuable constribution as follows: (1) to rise up a consideration of using STAD technique in teaching English to the students, (2) To constibute the useful information to improve better English teaching and learning integration between teachers and learners in developing learners English skill, (3) to bring many advantages both teachers and students, especially those at SMPN 1 Salo in improving teaching and learning achievement, (4) to increase the writer's knowledge in research area especially how to conduct a research.

METHODOLOGY

This research is classroom action research. Classroom action research is a form of self – reflective research done by teacher / educator towards curriculum, school development, learning achievement, teaching methodology, and the like (Mc. Taggar, 1991) in (Supardi, 2006). According to Kemmis and Mc. Taggart, 1998, CAR has four phrases. These four phrases are: planning, acting, observing, and reflecting.

the action research is done to acquire informational in order to solve the problem that are faced in certain condition or to give improvement on the situation where the research is applied in order to fill the need of teachers in daily teaching to improve their performance. According to Susilo (2007), action research is a process in cycle. There are four steps of cycles in action research; they are planning, acting, observing, and reflecting.

This research was conducted at SMPN1 Salo Kabupaten Kampar. The time of implication this research was from May to June 2012. The population of this research is the second year students which consist of one class. The number of the students is 27. Since there is only on class available, so all the students become the samples of this research (total sampling).

This research will be categorized success if 60% of 27 students at second year students can get fairly good score (66 - 75) in speaking.

To get the data, the writer uses two instruments as follows: (1) Test: this instrument is used to find out whether the students have mastered the materials given to them or not. The form of the test is oral test. The assesment includes 5 elements of speaking, pronuncing, vocabulary, grammar, fluency and comprehension. Therea are pre test and post test was given to the students. The pre test is done before giving the treatment, and post test is done after the treatment was given. The treatment will be done at least four times or four meetings and be continued to the next cycle. (2) Observation Sheet: this istrument is used to observe the activities during teaching and learning process. Observation is the way of getting data by observing the objects of the research. In this research

the observer observed the teacher's activities during the teaching and learning process.

To anaylize the students speaking ability, the writer used this formula:

$$SA = \frac{P + G + V + F}{4}$$

Where **SA** is students speaking ability, **P** is students' ability in pronunciation, **G** is student's ability in grammar, **V** is student's ability in vocabulary, and **F** is student's ability in fluency. To classify the students speaking ability, the writer used (Harris, 1974:179) as follows:

The Classification of Ability

Classification	Score
Excellent	80 – 100
Good	60 – 79
Average	50 – 59
Poor	0 - 49

The Category of Students Activities

Category	Range Score
Active	$X \geq 75.6$
Fairly active	$59.4 \leq X \leq 75,6$
Not active	$X < 59.4$

Atfer the teaching learning process for month, the post test will be conducted in order to know the development of the students who followed STAD technique in speaking was administration at the end cycle. The test items used for this speaking test is take from items of the previous pre test, the result of the post test is analyzed and used as final data for this research.

The example of procedure in teaching speaking through STAD Technique as follows:

PHRASE	THE TEACHER'S ACT
Phrase 1 Talk about the purpose of the study find motivate the students	The teacher tells the purpose of study, motivate the students, and relate the new lesson to the old one.
Phrase II Serve the imformation	The teacher gives the information to the students through demostration or speaking.
Phrase III Organize the students into small of study group	The teacher explain how to make a study group to the students, then he organize the students into group consist of 4 – 5 students and it should be hetrogenous by the sex and capability.
Phrase IV Advice the group work and study	The teacher advices the work groups while do the task.
Phrase V Evaluation	The teacher valuates the students findings about the lesson or asks the students to present their works in front of the class while discuss it together.
Phrase VI Give the rewards	The teacher gives the rewards to the best students in order to appreciate their work, in individual or groups.

THE EXAMPLE OF TEST

Yusuf   : What do you think about the story?
Habib   : I'm sorry, I haven't read it.
Yusuf   : What do you think about symphony orchestra?
Habib   : I don't know, I hardly ever listen to symphony.
Yusuf   : Do you think smoking is good?
Habib   : no, smoking is not good for our health.
Yusuf   : Do you think playing football when its raining is a good idea?
Habib   : I don't think so playing football in raining is dangerous.

RESEARCH FINDINGS AND DISCUSSIONS

To know the base score of the students' speaking ability through STAD technique, the researcher together with the collaborator conducted the test. The

students' performance then observed and evaluated based on the scoring rubric with speaking indicators on it: pronunciation, grammar, vocabulary, fluency, and comprehension.

The result of the pre test after combined the four components of speaking; pronunciation, grammar, vocabulary, and fluency, the writer conclude that the result of speaking ability according to the rater can be seen in the following table.

The Result of Students Ability in the Pre Test

No	Range Score	Category	Frequency	Percentages
1	80 - 100	Excellent	0	0
2	60 - 79	Good	4	14.81
3	50 - 59	Average	16	59.26
4	0 - 49	Poor	7	25.93
Total			**27**	**100**

From the table above, it can be seen that the students speaking ability was still far from good. There are only 4 atudents from 27 who got good category, and the average score was fair (52.5). The writer faced that students still had difficulties in expressing their ideas, opinions, or comprehending and presenting or describing something. Next the researcher arranged the lesson by applying STAD technique to improve students speaking ability for cycle 1. The implementation of action in the first cycle was done in four meetings.

At the end of cycle 1, the researcher gives the post test to know the improvement of sudents speaking ability by using STAD technique. Based on the result of post test, the researcher analyzed that there is an improvement of students speaking ability, it showed in the following table:

The Result of Student's Ability in the Post Test

No	Range Score	Category	Frequency	Percentages
1	80 - 100	Excellent	3	11.11
2	60 - 79	Good	21	77.78
3	50 - 59	Average	3	11.11
4	0 - 49	Poor	0	0
Total			**27**	**100**

The table shows the increasing students ability in speaking after the teacher gave the treatments. There are no more students who get poor category and the average score of students was (66). The average score for all components

of speaking was improved afrer the treatment was given as follows: (1) the students score in terms of pronuncition was 66 or in good category. It shows that their pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. (2) The students score in terms of grammar was 65 or in good category. In order word, they make frequent error of grammar and word order wich occasionally obscure meaning. (3) The students score in term of vocabulary was 65 or in good category. They make minor lexical problems, but vocabulary generally appropriate. (4) The students score interm of pluency was 68 or in good category. Their speech was generally natural. The lowest score of students was in tems of grammar. Maybe it is caused when students studied in elementary school they never gave the knowledge about grammar.

From the statement above, it can conclude that the STAD Technique is the teaching method that gives an oppurtinity for students to do activity in teaching learning process. This method is useful to increase the speaking ability at grade VIII^A SMP Negeri 1 Salo Kabupaten Kampar. But, the writer also found some strength and weakness of using STAD Technique in teaching speaking.

The strength of using STAD Technique in teaching and leaning process as follows: (1) it help to motivate students in speaking spontaneous, (2) it makes the students can interact with real condition, (3) it give the motivation for students to be more confident to build the team work. Besides the strenght, there were also some weakness of this technique, they are: (1) class become noisy since the students need to find their partner, came in front of class. (2) Needed time to make preparation whether this STAD Technique followed by all students, some students or as representative only.

CONCLUSIONS

Based on the result of the research by using STAD Technique, the writer concluded that: there is different of students speaking ability before an after being taught STAD technique. It can be seen from the calculation of students speaking ability. The data shows that result in pre test is 52.5, while the result in post-test is 66. It means that there is increasing in precentage (13.5). STAD Technique can improve students speaking ability as folows: (1) The average score of pretest in pronunciation is 52.7 it is improved as 66 in the post test. (2) The average score students in grammar also improve as 65 from 52. (3) The average score of students in vocabulary is improved as 65 from 53. (4) The average score of students in fluency is improved as 66 from 53. The data also shows that the use of this technique in teaching speaking could improve the students speaking ability. In other word, we can say that by using STAD technique can be used as one of the technique in teaching speaking to increase the students speaking ability.

SUGGESTION

Based on the result of this research, it is suggested that: English teacher are suggested to use STAD Technique as an alternative to improve students speaking ability.

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