

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT
DIVISION (STAD) TECHNIQUE TO IMPROVE
SPEAKING SKILL AT THE TENTH GRADES
OF SMK YPI WAY JEPARA
LAMPUNG TIMUR**

**By:
GANGSAR GUMELAR
STUDENT NUMBER 1064827**

**Tarbiyah Department
English Education Study Program**



**STATE ISLAMIC INSTITUT (IAIN)
OF METRO LAMPUNG
1438 H/2017 M**

ABSTRACT

The Implementation of Student Team Achievement Division (STAD) Technique to Improve Speaking Skill at The Tenth Grades of SMK YPI II Way Jepara East Lampung

By: Gangsar Gumelar

The aimed of this research is to find out whether the use of Student Team Achievement Division (STAD) technique could increase the students' speaking ability. The subject of this research was 25 students of the tenth grades of SMK YPI II Way JeparaEast Lampung.

The design of this research was classroom action research (CAR). It was conducted in two cycles, in the first cycle was done 3 meetings and the second cycle was done 3 meetings. The data collection method in this research was observation, test, documentation, and field note. In this research the students were given pre-test before treatment and post-test after treatment. The purpose of given pre-test and post-test were to know how far the students' have mastered in speaking ability before and after being given treatment. The class could be said successful in achieving the material if 70% of the students got score at least 65.

The finding result of this research: the result of pre-test, it showed that the students' average score was 55,52, there were 7 students who passed the minimum requirement (KKM). Then in the result of post-test in the first cycle, there were 12 students who passed the minimum requirement (KKM) considering their average score of the test was 63,28. Next in the post-test in the second cycle, there were 19 students who passed the minimum requirement (KKM) in which their average score of speaking test derived 69,48. Related to the observation result showed that the students were more active and interested in learning speaking activity in the classroom. Indeed, they could cooperative with their team.

ABSTRAK

Penerapan metode Student Team Achievement Division (STAD) untuk meningkatkan kemampuan berbicara bahasa Inggris siswa kelas XSMK YPI II Way Jepara Lampung Timur

Oleh: Gangsar Gumelar

Tujuan utama penelitian ini untuk mengetahui apakah penggunaan teknik (STAD) Student Team Achievement Division dapat meningkatkan kemampuan berbicara siswa. Subjek dari penelitian ini berjumlah 25 siswa kelas X SMK YPI II Way Jepara Lampung Timur.

Bentuk penelitian ini Penelitian Tindakan Kelas (PTK). Penelitian ini dilaksanakan 2 siklus, pada siklus pertama dilaksanakan 3 pertemuan dan siklus kedua dilaksanakan 3 pertemuan. Metode pengumpulan data pada penelitian ini menggunakan; observasi, tes, dokumentasi dan field note. Pada penelitian ini siswa diberikan pre-test sebelum dan post-test sesudah tindakan. Tujuan diberikan pre-test dan post-test untuk mengetahui sejauh mana penguasaan kemampuan berbicara siswa sebelum dan sesudah diberikan tindakan. Kelas dikatakan tuntas jika 70% siswa mendapatkan nilai minimal 65.

Hasil penelitian ini: hasil pre-test menunjukkan bahwa skor rata-rata siswa 55.52, dimana ada 7 siswa yang lulus Kriteria Ketuntasan Minimal (KKM). Kemudian hasil post-test pada siklus pertama, dimana ada 12 siswa yang lulus Kriteria Ketuntasan Minimal (KKM) dengan skor rata-rata siswa 63.28. selanjutnya hasil post-test pada siklus kedua, dimana ada 19 siswa yang lulus kriteria ketuntasan minimal (KKM) dengan skor rata-rata siswa pada tes berbicara 69.48. Sehubungan dengan hasil observasi menunjukkan bahwa siswa lebih aktif dan tertarik pada aktifitas belajar berbicara dikelas. Terlebih siswa dapat bekerja sama dengan tim mereka.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111

M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email: stainmetro@yahoo.com website: www.stain-metro.ac.id

RATIFICATION PAGE

No: IN./FTIK/D/5/a87/2017

An undergraduate thesis entitled: THE IMPLEMENTATION OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TO IMPROVE SPEAKING SKILL AT TENTH GRADERS OF SMK YPI WAY JEPARA EAST LAMPUNG

Written by Gangsar Gumelar, student number. 1064827 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 28, 2017 at 10.00-12.00 a.m

BOARD OF EXAMINERS:

Chairperson : Ahmad Subhan Roza, M.Pd

Examiner I : Drs. Kuryani Utih, M.Pd

Examiner II : Trisna Dinillah Harya, M.Pd.

Secretary : Yuniarti, M.Pd

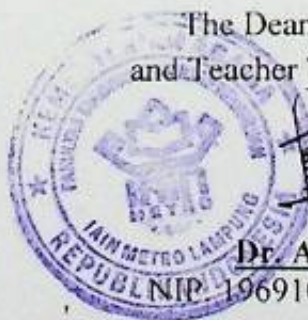
(.....)

(.....)

(.....)

(.....)

The Dean of Tarbiyah
and Teacher Training Faculty



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

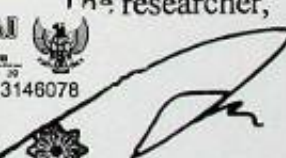
Name : Gangsar Gumelar

Student Number : 1064827

Study Program : English Education Study Program (TBI)

States that this undergraduate thesis is origillay te result of writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, Juli, 2017

The researcher,



Gangsar Gumelar

St. Number 1064827

MOTTO

وَقُلْ لَهُمَا قَوْلًا كَرِيمًا

Dan ucapkanlah kepada mereka Perkataan yang mulia

(Q.S. AL-ISRA' 17 : 23)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to my beloved parents (Sudarto and Ponirah), my beloved Sister (Hanifatun nisa and Umi Zuhrina)

My best friend (Amad Nursalim, Fitri Ayu Fidya ningsih, ali ma'sum, M. Nurmustaqim, Yuliani Masruroh, Yulidar Danu P, Zulfa Istifaza, Mudasir Naim)

My Senior and Junior In Pergerakan Mahasiswa Islam Indonesia (PMII)

My Almamater Pergerakan Mahasiswa Islam Indonesia (PMII)

My almamater STAIN Jurai Siwo Metro

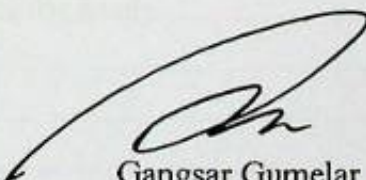
ACKNOWLEDGEMENT

First of all, I would like to extend my gratitude to Allah SWT for blessing, health, and also mercy because I can finally accomplish this undergraduate thesis. Greeting is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Moslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Mr. Ahmad Subhan Roza, M.Pd and Trisna Dinillah Harya, M.Pd. for being patient and efficiency during the accomplishment of this undergraduate thesis.

Metro, July 31st, 2017

The Writer,



Gangsar Gumelar
ST.N 1064827

TABLE OF CONTENTS

COVER	i
CHAPTER I INTRODUCTION	
A. Background of Study.....	1
B. Problem Identification.....	4
C. Problem Limitation	4
D. Problem Formulation.....	5
E. The Objective and Benefits of study	5
1. The objectives.....	5
2. The benefits.....	5
CHAPTER II REVIEW OF THE RELATED THEORIES	
A. Theoretical Review	7
1. Teaching Speaking	7
2. The Elements of Speaking.....	10
3. The Difficulties of Speaking	12
4. Speaking Ability.....	14
5. Teaching Speaking	16
6. Student Team Achievement Division(STAD).....	20
B. Action Hypothesis	28
CHAPTER III RESEARCH METHODOLOGY	
A. Setting and Subject of the Study	29
B. Object of the Study.....	29
C. Action Plan	30
D. Action Procedures	32
1. Planning step	32
2. Acting step.....	34
3. Observing step.....	34
4. Reflecting step.....	35
E. Data Collection Technique	35
1. Observation	35
2. Test.....	36
3. Documentation	36
4. Field Note.....	36

F. Data Analysis Method	36
G. Indicator of Success	37
CHAPTER IV RESULT OF THE RESEARCH AND	
INTERPRETATION	39
A. General Description of Research Location.....	39
1. Brief History of The School.....	39
2. School Condition	39
B. Result of The Research.....	40
C. Interpretation.....	50
D. Conclusion	56
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion	58
B. Suggestion	59
BIBLIOGRAPHY	
APPENDIXES	
CURRICULUM VITAE	

CHAPTER I

INTRODUCTION

The researcher was want to present sub topic deal with the title of thesis. It consist of definition of key term, background of study, focus of the study limitation of problem, research formulation, objective of the study, benefit of study, scope of the study, the relevance of study and assumption.

1.1 Definition of key term

1.1.1 Student team achievement division (STAD)

Student Team Achievement Division (STAD) encourages the students participate actively. It is the way to give stimulus to the students and motivate them to learn, then the students will be active. By using the technique, the students are the center. They will be in the team consists of various students. Every team consists of 4-5 students. They will study together to get better achievement in the form of individual improvement score after taking the individual quiz or individual test.

Slavin said in his book "Cooperative Learning : Theory, Research and Practice" two of the oldest and most extensively researched forms of cooperative learning are Student Teams Achievement Division (STAD) And Teams Games Tournaments (TGT).¹

¹Slavin, E. Robert, *Cooperative Learning: Theory, Research, and Practice* (London: Allymand Bacon, 2005) Terjemahan, Penerjemah: Narulita Yusron, Bandung: Nusa Media. P.143.

1.1.2 Technique

A way of doing something by using special knowledge or skill until make easy what will to do by the people.

1.1.3 Speaking skill

Speaking is defined as an interactive process of constructing meaning that involves producing receiving and processing information .its form and meaning are dependent on the context in which occurs, the participant, and the purposes of speaking. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggest that we should start with teaching the smallest unit- sounds- and move through mastery of words and sentences to discourse.

1.2 The reason choosing of the title

The reason choosing of tittle is because many students got trouble in study English, especially in speaking skill. Although speaking skill is very important in globalization era. In here writer interested to describe about speaking skill and hopeful can make new formulation to improve speaking skill to Indonesian generation.

1.3 Background of study

Language is a means of interaction or communication. It is meant that is a tool to convey the thought, idea, concept, or feeling.² Every country has different language. English is an international language and one of the most popular language. Moreover, English is the universal language of business or science. Nowadays, every people use English to communicate to other countries.

In Indonesia, English considered as the first foreign language. English is one of core curriculum that must be learnt by the students, because English becomes one of the study that would be National Examination (UAN) especially for Junior and Senior High School. There are four skills that should be mastered namely: listening, speaking, reading, and writing.³

Speaking is one of the an important skill because speaking and human being can not be separated from each other . Speaking is basic needs. Whether we are studying or asking directions, we need to communicate with others. With a billion speakers globally, English is the language that gives us the best chance of getting a response, wherever we are. Moreover, by speaking the students can express or share their thought and idea to another. The students often describe what they saw like: place, thing, or people.

Furthermore, many students have difficulties in speaking ability: 1) vocabulary mastery need to be increased, 2) the students do not have good pronunciation; 3) the students' motivation need to be increased and 4) many students are passive during teaching and learning process.

²Abdul Chaer, Leonie Agustina, 2004 *Sociolinguistic*. Jakarta: Rineka Cipta.p.11.

³Douglas Brown, 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy*. Second Edition, Longman: San Fransisco.p.232.

There are many kinds of method used in language teaching. One of the method is cooperative learning. In cooperative learning classroom the students work together in a group or in a pair in order to achieve goals successfully. In order the students can maximize their own and each other's learning.⁴ There are some technique of cooperative learning that can be applied in the classroom. One of them is Student Team Achievement Division (STAD).

Student Team Achievement Division (STAD) encourages the students participate actively. It is the way to give stimulus to the students and motivate them to learn, then the students will be active. By using the technique, the students are the center. They will be in the team consists of various students. Every team consists of 4-5 students. They will study together to get better achievement in the form of individual improvement score after taking the individual quiz or individual test.⁵ Every member in team need to be responsible for their team progress.

Based on the result of pre survey, on January 14th 2016 in SMK YPI II Way Jepara East Lampung, the writer got data about the speaking score, the English has decided 75 (Seventy five) as a minimum requirement (KKM). The data can be seen as follows:

⁴ Solihin, Etin and Raharjo, 2008, *Cooperative Learning: Analisis Model Pembelajaran IPS*, Jakarta: Bumi Aksara. P.4.

⁵ Journal Miller, K. And Peterson, Reece L. *Cooperative Learning, Safe & Responsive Schools*.

Table I.
Students' Speaking Score at the Class X of
SMK YPI II Way Jepara East Lampung

No.	Score	Category	Number of Students	Percentage
1.	75	Passed	1	1 %
2.	< 75	Failed	24	99 %
Total			25	100 %

Source: Teacher's archive, Speaking Score at the Tenth Grade of SMK YPI II Way Jepara East Lampung taken on January 14th, 2016.

Based on the data above, it can be seen only 1 student that has good score. It means that only 1% students who passed the speaking test and 99 % students failed because students are feeling bored in studying English especially in speaking lesson.

Therefore, the teacher should be able to make speaking lesson interest. The teacher should be able to invite the students' participation in teaching learning process. In addition, the teacher should be able to apply the appropriate technique for learning and each goal.

Based on the explanation above, the writer will use Student Team Achievement Division (STAD) in teaching learning process. Hopefully, by using Student Team Achievement Division STAD technique can help the students to enhance their result of learning English especially in speaking. So, the writer will conduct the research entitled "The Implementation of Student Team Achievement Division (STAD) Technique in Teaching Speaking at The Ten Grades of The SMK YPI II Way Jepara East Lampung.

1.4 Research Problem

Research Problem based on the background as follows:

1. The student feel boring in teaching learning process
2. The student has several problem in vocabulary mastery and to pronounce word in speaking skill.
3. The student hasnot self confidance and motivation to practice in speaking skill.

1.5 Problem Limitation

Based on the problem identification above, the researcher focus on the implementation of Student Team Achievment Division (STAD) to improve speaking speaking skill at Ten grades of SMK YPI II Way Jepara East Lampung

1.6 Problem Formulation

According to the beckground of study and research problem above the researcher formulate the problem in this research as follows “ Student Team Achievmen Devision (STAD) technique can to improve the student ‘s in speaking skill at nineth grades of SMP Bangun Cipta Putra Rumbia Lampung Tengah.

1.7 The Objecive and Benefits of study

1.7.1 The objectives

In research is aimed to know :

- a. The ability of the speaking skill at ten grades of SMK YPI II Way Jepara East Lampung.

- b. The implementation of student team achievement division technique to improve speaking skill at ten grades of SMK YPI II Way Jepara East Lampung in academic years 2016/2017.

1.7.2 The benefits of Study

The result of this classroom action research (CAR) are expected :

- a. For the Teachers:

To give information to English teacher if Student Team Achievement Division (STAD) can increase teaching speaking.

- b. For the students

- To give motivation for the students to learning speaking.
- To improve the process of the students to learning speaking.

- c. For the School

This research can be used as information to improve learning English in the future.

- d. For the Researcher

This research is expected as a contribution for other researcher to conduction further studies.

CHAPTER II

REVIEW OF THE RELATED THEORIES

This chapter present the review of literature related to study, the review Includes the definition of cohesion, concept of grammatical cohesion, concept of undergraduate thesis and concept of abstract.

2.1 Theoretical Review

2.1.1 Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

a. The Concept of Speaking

Harmer was explain that speaking refers to the students piece of language and sees how it turns out, that information is feedback into the acquisition process.¹Furthermore, Brown pointed out that listening and speaking skills are closely intertwined. So, the interaction between these two modes of performance applies especially strongly to conversation.²Speaking is a productive language skill. It is about how to produce the language orally.

¹Harmer, Jeremy. *The Practice of English Language Teaching Third Edition*, Cambridge:Longman, p. 250.

²Brown, H. Douglas, 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, Longman: San Fransisco.p. 267.

Saggam was said that speech production is the process by which the speakers turn their mental concept into their spoken utterances to convey a message to their listeners in the communicative interaction.³ Scott said that speaking is so much a part of daily life that we take it for granted. The average person produces tens thousandsof words a day.⁴ In addition, speaking is widely considered to be the principal skill that stands for an overall knowledge of a foreign language.⁵

According to Cornbleet, speaking is not just about making sounds. Birds, animals, babies make sounds and, though it may be ommunication of sort ⁸ not speaking.⁶ Moreover, speaking is perhaps the most demending skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able yo do the same in English.⁷

³Siahaan, Saggam. 2007, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, p. 95.

⁴Thornbury, Scott, *How to Teach Speaking*: Longman.p.1.

⁵Pawlak, Miraslaw, Klimeczak, Ewa Wahlek, and Majer, Jan, 2011. *SLA (Second Language Acquisition) Speaking and Instructed Foreign Language Acquisition*, UK: Multilingual Matters,p.24.

⁶Cornbleet, Sandra and Carter, Ronald.2001, *The Language of Speech and Writing*, New York: Routledge.p.17.

⁷Scott, Wendy A. And Ytreberg, Lisbeth H. *Teaching English to Children*, London New York:Longman.p.33.

b. The Functions of Speaking

Speaking is one of the an important skill because speaking and human being can not be separated from each other . Speaking is basic needs. Whether we are studying or asking directions, we need to communicate with others.

Three part version of the functions of speaking; talk as interaction, talk as transaction, and talk as performance.

It is described as follows:

1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction refers to what serves a primarily social function. It is very difficult for the teacher to teach students in this time. The teacher should be able to invite the students give feedback event in small conversation.

2) Talk as Transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Such; offering something, asking direction, classroom discussion, etc.

3) Talk as Performance

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech

of welcome) and it closer to written language than conversational language. It focused both on message and audience, and more predictable organization.⁸

Based on explanation above, the teaching process are different in each function. The teachers have to analyze first what the focus of the speaking class. Then, the teachers identify the appropriate strategy to teach kinds of the functions of speaking.

2.1.2 The Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information.

The elements of speaking as follow:

a. Language Features

1) Connected Speech

Connected speech is the sounds modifying such as; assimilation, ommision, addition, or weakened. The effective English speakers need to be able not only to produce the individual phonemes but also to use connected speech fluently. Therefore, the learning activity should involve students in the activities designed specifically to improve their ability.

⁸Richard, Jack C. 2008, *Teaching and Listening: from theory to practice*. New York: Cambridge University Press, P. 19-24.

2) Expressive Devise

To express the feeling, the native speaker often change pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non verbal to convey the meaning.

3) Lexis and Grammar

There are differences between written and spoken grammatical. Spoken grammar has minimal planning opportunities. Thus, the teacher should supply a variety of different language functions. The students are involved in specific speaking context in order they can produce of various stage of an interaction.

4) Negotiation Language

The negotiation language is used to seek clarification and show structure of the speakers saying.

b. Mental/ Social Processing

Speaking skill is productive language skill. It involves the knowledge of language skill such as discussed above and also dependent upon the rapid processing skill.

1) Language Processing

Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. The speaking activities

aimed to help the students develop habits of rapid language processing English.

2) Interacting with Others

Most of speaking takes the form face to face dialogue and therefore involves interaction.⁹ The speaking activities involves the students interaction with the others and understanding each others.

2.1.3 The Difficulties of Speaking

The difficulties of speakings follows:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elisions reduced vowels, all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

⁹Thornbury, Scott, *Op.cit.*, P.8

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example; in English our "thinking time" is not silent; we insert certain "fillers" such as: uh, um, well, you know, I mean, like, etc.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component, the creativity of conversational

negotiation.¹⁰ Based on the explanation above, there are eight the difficulties of speaking ability. So that, we have to know the difficulties of speaking.

2.1.4 Speaking Ability

According to Syakur, speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

a. Grammar

It is needed for students to arrange a correct sentence in conversation. It is line with explanation suggested by Heaton, that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility grammar is also to learn the correct way to gain expertise in a language in oral or written form.

b. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one can not communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

¹⁰Brown, H. Douglas, *Op.cit.*, p. 270-271

c. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the element and principles that determine how sounds vary and pattern in a language

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.¹¹

Based on the statement above, we can conclude that there are some element of speaking ability, namely grammar, vocabulary, pronunciation, and fluency.

2.1.5 Teaching Speaking

Teaching can defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or

¹¹Johny Template, copyright © 2011. Cemink's Voices- All rights Reserved by: Mas Template.

understand".¹² It can be inferred that teaching is a process of transforming knowledge to students to understand something.

According to Brown, there are some problems in teaching speaking.

a. Native Language

The native language is the most influential factor affecting a learner's speaking. If you are familiar with the sound system of a learner's native language, you will be better able to diagnose students difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part. Statement above, it concludes that mother language of students will be a problem in teaching speaking if the teacher can not understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language.

b. Age

Generally speaking, children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic context. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age.

Harmer states that learners are often described as children, young learners, adolescents, young adults or adults.¹³ The term children

¹²Brown, H. Douglas, 2000, *Principles of Language Learning and Teaching Fourth Edition*, San Francisco State University: Longman, p.7.

are generally used for learners between the ages of about 2 until 14. Students are generally described as young learners between the ages of 5 to 9 and very young learner are usually between 2 and 5 years old. Adult are generally thought to be between 16 up to 20 years old.

c. Exposure

It is difficult to define exposure. Brown says that if class time spent focusing on speaking demands the full attention and interest of your students, then they stand a good chance of reaching their goals. The statement shows that the terms of exposure the discussion will be very fuzzy.

d. Innate Phonetic Ability

In other words, sometime speaking skill often placed as a talent from an individual. Speaking skill mastery includes verbal intelligence. So, the teacher should understand the fact by realizing that students have their own chance to be success in speaking class. It will be a big problem if the teacher does not see his students in diverse talent.

e. Identity and Language Ego

Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the

¹³Harmer, Jeremy, *Op.cit.* p.40.

language, but more important, students need to become aware of- and not afraid of-the second identity that may be emerging within them.

The perspective shows that students' attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal.

f. **Motivation and Concern for Good Speaking**

Brown says that motivation and concern are high, then the necessary effort will be expended in pursuit of goals.¹⁴ It means that motivation is very important in teaching speaking. The teacher does not have other choice expect try to make students' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that energizes the behavior and gives it direction. Based on explanation above, there are some of problems in teaching speaking. We have to know how to problem solving in teaching speaking.

2.1.6 Student Team Achievement Division(STAD)

a. The Concept of STAD

Student Team Achievement Division (STAD) developed by Robert E. Slavin and his colleagues at Johns Hopkins University. In Student Team Achievement Division (STAD), students within a given class are assigned to four or five member learning teams,

¹⁴Brown, H. Douglas, 2000, *Principles of Language Learning and Teaching Second Edition*, San Fransisco State University: Longman. p.284-285.

each of which has representatives of both sexes, various racial or ethnic groups, and high, average, and low achievers.¹⁵

Slavin said in his book "Cooperative Learning : Theory, Research and Practice" two of the oldest and most extensively researched forms of cooperative learning are Student Teams Achievement Division (STAD) And Teams Games Tournaments (TGT).¹⁶ Furthermore, in Students Team Achievement Division (STAD) that applied by Sasha Haris, the students have high and low score in a pair group consist of five or six members and scores team based on the students able to increase their quizzes score.¹⁷

In addition, in STAD students are assigned to heterogeneous teams of four or five members. Students, in teams, study for fifteen minutes weekly quizzes. Quiz scores are translated into team score using "Achievement Division".¹⁸ According to Slavin in journal, in STAD, students are assigned to four member learning teams mixed in performance level, sex, and ethnicity. The teacher present a lesson, and then students work within their teams to make sure that all team members have mastered the

¹⁵Journal Miller, K. And Peterson, Reece L.*Op.cit.*

¹⁶Slavin, E. Robert, *Terjemahan Cooperative Learning: Theory, Research, and Practice* (London: Allyn and Bacon, 2005) Penerjemah: Narulita Yusron, Bandung: Nusa Media. P.143.

¹⁷Jacobsen, David A., Eggen Paul, and Kauchak Donald, 2009, *terjemahan Methods For Teaching* penerjemah: Achmad Fawaid dan Khoirul Anam, (New Jersey: Pearson Education), p.235.

¹⁸Lang, Helmut R. and Evans, David N., *Op.cit.* p.422.

lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.¹⁹

Moreover, Student Team Achievement Division (STAD) allows students to learn in heterogeneous groups involving cooperative learning procedures and students are held accountable with a quiz. Quiz scores are translated into team competition points based on how much students have improved their performance over past averages.²⁰

From the several statement above, the writer sums up that the Student Team Achievement Division (STAD) is one of the cooperative learning techniques that students are assigned to four or five members learning teams that are mixed in performance level, gender, and ethnicity. The students will have equal opportunity to learn and students are rewarded for doing better than they have in the past, they will be more motivated.

b. The component of STAD

Slavin stated in his book "cooperative learning" that Student Team Achievement Division (STAD) consists of five major components, they are:

1) Class presentation

Material in student team achievement division (STAD) is initially introduced in a class presentation. This is most often direct instruction or a lecture discussion by the teacher.

¹⁹Journal Robert E. Slavin, *Op.cit*.p.73.

²⁰Good, Thomas L., Brophy, Jere E.2008, *Looking in Classrooms*, USA: Pearson Education.p.193.

2) Teams

Teams are composed of four or five students who present a cross-section of the class in term of academic performance, sex and race or ethnicity.

3) Quizzes

After teacher presentation and team practice, the students who take individual quizzes are not permitted to help one another during the quizzes. So, every students are responsible individually for understanding the material.

4) Individual Improvement Score

Each students is given a "base" score, derived from the students' average past performance on similar quizzes.

5) Team Recognition

Team may earn certificate or other rewards if their average score exceed a certain criterion.

Based on explanation above, the writer sums up that the major of Students Team Achievement Division (STAD) are integrated each other.²¹

²¹Slavin, E. Robert, *Op.cit.* P.143-146.

c. The Advantages and disadvantages of STAD

1) The advantages of STAD

Students Team Achievement Division (STAD) has advantages, they are:

- a) Encourage learners to work together for both the common and individual good.
- b) To make students feel better about themselves and to be more accepting of others.
- c) Students will have an equal opportunity to learn.
- d) Students with lower abilities are more likely to improve their achievement in mixed group.
- e) Students will be active in teaching learning process.²²

2) The disadvantages of STAD

The disadvantages of Student Team Achievement Division (STAD) are:

- a) Taking much time in organizing the group.
- b) The class situation becomes noise because students work in a group, it means that they have to interact with their teammates to discuss the task given. It is natural that when students work in group they will much talking than when they learn individually, here the teacher needs to control the students often.

²²Donald R. Cruickshank, Deborah Bainer, Jenkins and Kim K. Metcalf, 2006, *The Act of Teaching*, New York: Mc Graw Hills. P. 238.

- c) Wasting instructional time. Teacher has to stated clear instruction, sometimes she has to repeat the instruction often because they concern with their group and they ignore the teacher.
- d) It need more time for teacher to implement Student Team Achievement Division (STAD) well in class. Because for the first time, students need to adapt with their teammates.²³

d. The Procedures of Using Student Team Achievement Division (STAD)

The general procedures which are generally followed when using the Student Team Achievement Division (STAD) technique are as the following:

1) Preparing the Materials

Prepare speaking materials. The materials are specifically designed for Student Team Achievement Division (STAD) and adapted from text book or other published sources or teacher self made materials.

2) Assigning Students to Teams

Teams in Student Team Achievement Division (STAD) should be heterogeneous. Do not let the students choose their own teams, because they will tend to choose others like themselves. Or follow the steps:

²³Donal Cruickshank, Op.Cit, p. 238.

- a) Make copies of team summary sheets for every four students in the class.
- b) Rank students in the class from highest to lowest performance.
- c) Decide on the number of team. Each team should have four or five member if possible.
- d) Assign student to team
- e) Fill the team summary sheet
- f)

3) Determining Initial Base Score

The base score represent students' average score on past quizzes. Otherwise, use the students' final grade from the previous year.

4) Team Building

Before starting any cooperative learning program, it is necessary to begin with one or more team-building exercise just to give team members a chance to do something fun and to get to know one another. For example, teams might be given a chance to create a team logo "yeh yeh".²⁴

From the details given above, the writer sums up that before implementing Student Team Achievement Division (STAD) in class. It is a must for teacher to know the procedures of using

²⁴Slavin, E. Robert, *Op.cit.*, p. 147-151.

Student Team Achievement Division (STAD) technique itself. In order to make teaching learning activities fun and enjoyable.

e. Teaching Speaking by Using Student Team Achievement Division (STAD)

The following is steps in teaching speaking by using Student Team Achievement Division (STAD) are:

1) Step 1

Introduce the concept of Student Team Achievement Division (STAD) together with what the benefits for the students are. Explain students what to work in teams mean. In particular, before beginning team work, discuss the following team rules:

- a) Students have responsibility to make sure that their teammates have learned to material.
- b) No one finished studying until all teammates have mastered the subject.

2) Step 2

Class presentation. The presentation cover the opening, development, and guided-practice components of lesson.

a) Opening

Tell students what they are going to be learned.

b) Development

The objective that you want the students to learn actively, demonstrate concepts using many examples, frequently the students have grasped main idea.

c) Guided practice

Call on the students at random. This makes all students prepare themselves to answer.

3) Step 3

Team study. Asked the students to work together in their own teams, the team had been assigned before. During team study, team members' tasks are to master the material you presented in your lesson and to help their teammates master the material.

4) Step 4

Monitoring the teams. Although the intention is that students teach one another, be sure that this, in fact is happening. Therefore, teacher must be up and about, observing and listening, and interviewing when it is necessary.

5) Step 5

Test or quizzes. Distribute the quiz and give students to complete it. Do not let students work together on the quiz.

6) Step 6

Score the quizzes. The teacher scoring by herself.²⁵

²⁵Ibid;

2.2 Action Hypothesis

Based on the frame of theories and assumption, the writer formulates the hypothesis is "using Student Team Achievement Division (STAD) technique can improve students' speaking skill".

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this research. There are Research Design, Research method, research Instrument technique, Data source, Data Analysis procedures, and Approach.

3.1 Setting and Subject of the Study

The subject of the research were the students of the ten grade of SMK YPI II Way Jepara East Lampung. The writer has chosen this class because most of the students have low score in learning English especially in speaking.

The writer asks Mr. Ahmad latiful, S.Pdas the collaborator in this research that is function as the controler in teaching learning process. So, the writer is easy to know the development of the students who are the students' active in teaching learning process.

3.2 Object of the Study

The object of this study is the students' speaking skill. Students of the tenth grade of SMK YPI II Way Jepara East Lampung as subject, the writer should know how to increase the students' speaking skill.

Table 2
The Subject of the Research

Class	Sex		Total
	Male	Female	
X	11	14	25

3.3 Action Plan

This research is classroom action research. states that action research is a name given to particular way of researching your own learning.¹ According to Donald, action research is a practical tool for solving problems experienced by people in their professional lives.² It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. In addition, Yogesh Kumar states that action research is a method for improving and modifying the working system of a classroom in school.³

From the explanation above, it can be inferred that Classroom Action Research (CAR) is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

In this research the writer needs a collaborator to help her in this action research it is caused as a new researcher. Arikunto defines collaboration research is a research which be done together by helping a friend.⁴ The writer asks the English teacher as a collaborator.

The goal of action research in education is to create an inquiry stance toward teaching where questioning one's own practice becomes part of the work and of the teaching culture.⁵ In addition, the main goal of CAR is to repair of fact problem and practice to increase quality of teaching learning in

¹McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002, P. 15

² Donald, Jacobs, Sorensen, and Razavieh, 2010, *Introduction to Research in Education Eighth Edition*, Canada: Wadsworth, Cengage, Learning, p.516.

³Singh, Yogesh Kumar, 2006, *Fundamental of Research Methodology and Statistics*, New Delhi: New Age International Publisher. P. 261

⁴Suharsimi Arikunto, 2007, *PenelitianTindakanKelas*, Jakarta: BumiAksara, p. 22.

classroom that had been around in interaction between the teacher and students are learning.⁶

The goals of Classroom Action Research (CAR) explained by Suhardjono as follows;

1. Increasing of quality: input, process, the result of education and teaching at school.
2. Helping the teacher and other educational personnel to accomplishing the problems of teaching learning and education in the class or out class.
3. Increasing educators and personnel educations professionalism attitude in education.
4. Developing on academic culture to creature proactive attitude to improve the quality of education and teaching sustainable.⁷

Action research has some of model action research, namely: model Kemmis and Taggart, model Ebbut, model Elliot, and model McKernan. Model Kemmis developed by Stephen Kemmis and Robin McTaggart in 1988. It is used four action research component (planning, acting, observing, and reflecting) in a spiral system that is concerned. The steps can be seen as follows:

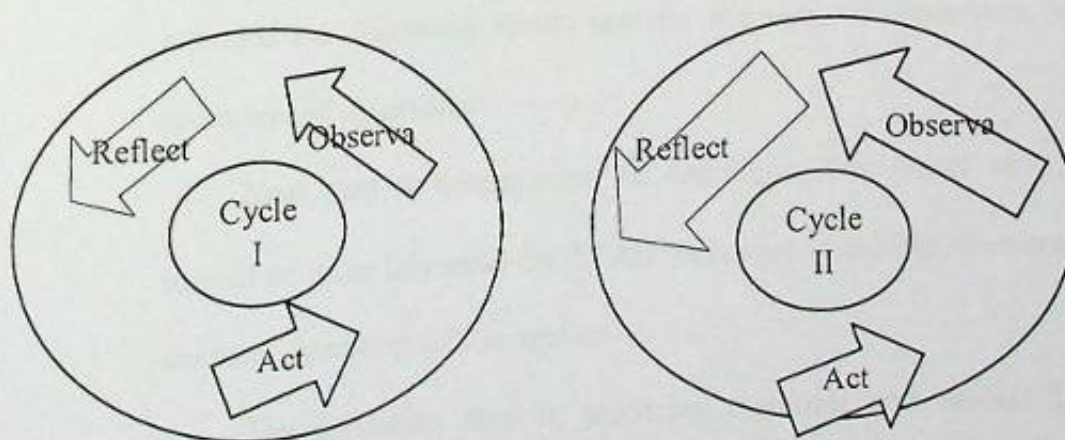


figure1. Cycle model Kemmis⁸

⁶Arikunto, *Op.cit.* p. 60

⁷Ibid, p. 61

⁸Sukardi, 2003, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, Jakarta: PT Bumi Aksara. P.215.

The research is preceded by a preliminary study which is followed by cycle. Those are planning, acting, observing, and reflecting that is adapted from a model proposed by Kemmis. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. If the first cycle is showed the positive result, so the second cycle will be stopped.

3.4 Action Procedures

3.4.1 Planning step

In this step, the writer makes some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, determining technique, preparing materials and media, and determining criteria of success.

Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, and procedure of assessment.

Next step is determining the technique. The writer saw the benefit of it. In this case, the STAD technique is used in developing students' speaking skill is applied.

The following step is preparing materials and media. The materials taken from English text books or internet for the tenth grade students of Senior High School. Meanwhile, the media that used in the action are: handout, picture, and empty papers.

The last step is determining the criteria of success. Classroom Action Research (CAR) is able to be called successful if it can exceed the criterion which has been determined. In line with the research, the criteria of success are decided based on the agreement between the writer and the collaborator (English teacher) are:

- a. The students are average score at least the same or above 65.
- b. The students' speaking score improve at the same as the minimum requirement (KKM) for English subject is students are required to achieve score 65 which is adapted from the school agreement (SMK YPI II Way Jepara East Lampung).
- c. It is considered successful if 70% of the students could achieve some improvement scores from pre-test until the second post-test in cycle two at least the same as or above 65.

If the criterion of the action success achieved, it means that the next action of the Classroom Action Research (CAR) will be stopped, but if this condition has not been reached yet, the alternative action will be continue in the next cycle.

3.4.2 Acting step

In this step, both the writer and the teacher collaborator to carry out the planned action. In implementing the action, the writer acts as the English teacher who uses the determined technique as he is teaching. Meanwhile, the collaborator acts as the observer who observes class condition and all the activities that happen in teaching learning process. Related to the condition of limited teaching learning

period, that is why the writer and the teacher take the action step during two weeks within to cycles in which each cycle consists of two meetings in action.

3.4.3 Observing step

In this step, the writer carries out observation toward implementation of action using unstructured observation sheet based on the lesson plan. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, students' response. In this step, it also collects the data derived from evaluation or pre-test.

3.4.4 Reflecting step

This step is aimed to reflect the completely done action based upon data that have been collected, and then it is necessary to hold evaluation for completing the next cycle. This step is carried out collaboratively, that is to discuss further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, so it needs to move to the next cycle concerning re-planning, re-acting, and re-observing.

3.5 Research instrument

There are four research instrument applied in this research, they are observation, test, documentation and field note in order to support the data of teaching and learning process.

3.5.1 Observation

In this case, the writer uses the method to get the data about students' activities such as students' participation, students' speaking activity, and students' comprehend in question answer. The teacher and students' activities are observed and noticed by the observer.

3.5.2 Test

The test used in this research is pre-test and post-test. The pre-test will be given before implementing Student Team Achievement Division (STAD). It is to measure students' speaking skill at first. Meanwhile, the post-test will implement after using Student Team Achievement Division (STAD). The test will conduct on every second action of each cycle.

3.5.3 Documentation

In this case, the writer uses the method to get the data about the history of the school, the sum of teacher, official employed and students at SMK YPI Way Jepara East Lampung

3.5.4 Field Note

Field note is instrument to make a note of all moment that related in teaching learning process. Field note is useful to observe of developing action and students in teaching learning process.⁹

⁹Sanjaya Wina, 2009, *Penelitian Tindakan Kelas*, Bandung: Kencana, p.98.

3.6 Indicator of Success

The indicator of success of this study will be emphasized on the teaching speaking process and the result of learning. The students are called success if 70% students get referring to MSC 65. The indicator of the students activity that will be observe that the students can success in speaking especially in Student Team Achievement Division (STAD) technique if they have of the criteria as follows:

1. The students average score at least the same or above 65.
2. The students' speaking score improve at the same as the minimum requirement (KKM) for English subject is students are required to achieve score 65 which is adapted from the school agreement (SMK YPI II Way Jepara East Lampung).

Is considered successful if 70% of the students could achieve some improvement scores from pre-test until the second post-tes in cycle two at least the same as or above 75%.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

4.1 General Description of Research Location

4.1.1 Brief History of The School

SMK YPI II is located in Labuhan Ratu Satu, Kecamatan Way Jepara East Lampung. It was established in 2012. SMK YPI II Way Jepara had been led by DrsSaeran, HS. There are 26 teachers and official employees in SMK YPI II Way Jepara. The teacher was graduated S2 is 1 teacher, S1 are 23 teachers, D3 is 1 teacher, and MA is 1 teacher.

SMK YPI II Way Jepara are believing, god fearing, skilled, excellent of performance and charitable godly. The missions of SMK YPI II Way Jepara are:

- a. To held quality education.
- b. To create the skill that is to shape the healthy spirit and physical.
- c. To create study that is active, creative, effective, and comfortable.
- d. To create professional teachers.

1. School Condition

SMK YPI II Way Jepara was built on the area $\pm 2.500 \text{ m}^2$. The condition of physical building of this school can be explained as follows:

a. Building Condition

The building condition of SMK YPI II Way Jepara consists of 9 classrooms, one library, one science laboratory, one conseling room, teacher room, head master room, washroom, islamic boarding school and field.

b. The Condition of Students

The students of SMK YPI II Way Jepara are the students who can pass the selection process of the new student acceptance. Based on the data of 2016/2017, the quantities of students in SMK YPI II Way Jepara are 331 students. The description can be seen in the table below:

Table 3.
The quantity of students in SMK YPI II Way Jepara
Academic year 2016/2017

No.	Class	Sex		Total
		Male	Female	
1.	X	46	59	105
2.	XI	48	63	111
3.	XII	47	68	115

Source: *the data of quantity of students in SMK YPI II Way Jepara academic year 2016/2017.*

4.2 Result of The Research

This research used Classroom Action Research (CAR) and it was conducted two cycles on January 17th, and January 24th 2017 at the first cycle, and every meeting took 2x40 minutes. Then, the second cycle was done on January 26th, January 27th, and January 31st 2017. It was mentioned, before each cycle comprised planning, acting, observing, and reflecting. In relation in the problems in the class, the writer used the Student Team Achievement Division (STAD) as a problem solving. In cycle, the writer taught procedure text by implementing the Student Team Achievement Division (STAD) technique.

Before implementing the Student Team Achievement Division (STAD) technique, the writer did the pre-test on January 17th 2017 and it was taken 2x40 minutes. The writer told the students that the writer would conduct the research in

their class, in order to know their speaking ability. The kind of test is oral test. The students were asked to pronounce the procedure text based on the topic. The students were to pronounce or practice one by one in front of class and the result of pre-test could be seen in the table below:

Table 4. Distribution of Students' Score Pre-test

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	7	28%
2.	<65	Failed	18	72%
Total			25	100%

Based on the above result of pre-test, it could be seen that 18 students (72%) were unsuccessful. The successful students are fewer than unsuccessful students. From the result of pre-test the students' average score is 55.52. See appendix.

Therefore, the result is unsatisfactory. It is the reason why the writer implemented the Student Team Achievement Division (STAD) technique to increasing the students' achievement in speaking ability.

4.2.1 Cycle 1

a. Planning

In planning phase, the writer and collaborator made a lesson plan and selected the material. The material is procedure text about "How to Tell your friend about the coming Scholl holiday". Besides making lesson plan, the writer prepared observation sheet to observe the teacher's and students' activities in teaching learning process. The writer also prepared the post-test 1,

to know whether there are some students' improvement score from pre-test to post-test.

b. Acting

The action of the first cycle was done on January 17th, January 20th and January 24th. Two meeting for the treatment and one meeting to post-test, and it was followed by 25 students. The meeting was begun by praying, greeting, checking the students' attendance list and asking the students' condition in the first meeting. After the writer started to convey what the material that would like to be learned by students and explain the concept of Student Team Achievement Division (STAD) technique, the writer began class presentation. The writer explained the concept and parts of procedure text.

After explaining the material, the teacher assigns students to team. Teams are consists of 5 students who represent a cross section of the class in term of academic performance, sex, and race or ethnicity. In other word, teams should be heterogeneous and team assign based on the previous score. (See appendix). After assign the team, the writer has some envelopes. The envelopes comprise the materials, and then the students choose one of them. Next, the students were to pronounce the materials correctly. The students could be sharing their thought to other the team. Furthermore, to make sure students understand the material, the writer gave them assignment and the writer monitoring the students.

In the last meeting at the first cycle, the writer gave the individual quiz as post-test to make sure students understanding of the materials on 17th January 2017 at 07.00 – 08.30 pm. Kinds of the test is oral test. The students are asked

to come forward to practice based on the team assignment. So, the writer to know whether there is some students' improvement scores.

c. Observing

In this phase, the collaborator tried to notice all activities in the physical classroom activity. It is about the teacher's performance, class condition and students' activities. Related to the teacher performance, the writer has accomplished the task in line with the lesson plan had been made. However, in a part of class presentation, it probably seemed unclear because the teacher's explanation was too fast and in part of explaining the material, it was too simple. It could be seen from students' response which still confused what the teacher explained.

Meanwhile, the class condition was still under control. It means that, most of students still did not give attention to the teacher's explanation. Some of students also did not work together in their team. Moreover, some of students always asked the teacher when they asked to practice in front of class, because most of them still confused to pronounce and most of them still nervous when they practical in front of class.

Furthermore, there are found some students who actively in answering the teacher's questions correctly based on the material. In the second meeting of the first cycle, some of students seemed more enthusiastic to do the group exercise, they more cooperative to help each other in mastering the material.

After teaching learning process finished, it was also conducted the post-test 1 on the third meeting on 21th January 2017 to measure how well the students' speaking ability had been developed. Based on the post-test 1, the

mean score of the class derived 63, 32 in which there are 12 students who passed the minimum requirement (KKM) 65 (sixty five). The result of post-test 1 could be seen in the table below:

Table 5. Distribution of Students' Score Post-Test 1

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	12	48%
2.	<65	Failed	13	52%
Total			25	100%

d. Reflecting

The writer and the collaborator discussed about the conclusion of implementing the action. Generally, there was increasing on the students' achievement in speaking procedure text by implementing the Student Team Achievement Division (STAD) technique in this cycle. It can be seen from the comparison between pre-test and post-test 1. (See appendix). Although, the students' score increasing, but it not achieving the indicator of success yet. Moreover, there are some problems in teaching learning process that must be corrected in the next cycle.

Based on the field note and observation sheet, there are some of problems in learning speaking procedure text. They are some students were passive in teaching learning process and some of students always asked to the teacher, because some of students still confused to pronounce the word correctly. Moreover, the writer and the collaborator decided to conduct the next cycle. It was must be more efforts to develop students' speaking ability by using Student Team Achievement Division (STAD) technique.

4.2.2 Cycle 2

a. Planning

In planning phase of the second cycle was focused on the problem on the first cycle. Moreover, the writer and the collaborator planned to give the same material for the students in speaking. In the second cycle the writer focused to improve the students' speaking ability in the form of pronounce the word, because most of students still confused to pronounce the word correctly. Furthermore, the writer made the learning condition more comfort than before. So that, when the students practice in front of class, the students did not feel nervous. Besides, the writer also prepared the observation sheet to note the classroom activities. And the writer also prepared the post-test 2 to collect the data.

b. Acting

The action of the second cycle was done on 26th, 28th, and 31st January 2017. Two meeting for the treatment and one meeting to post-test, and it was followed by 25 students. The meeting was begun by praying, greeting, checking the students' attendance list and asking the students' condition.

After reviewing the previous lesson, the teacher asked to the students, "do you get it the point?" the students answered "yes, I do". Furthermore, the teacher continued the next material. To make the teaching learning more fun, the writer decided using the Student Team Achievement Division (STAD) technique. After assign the team, the writer has some envelopes. The envelopes comprise the materials, and then the students choose one of them. Next, the students were to pronounce the materials correctly in their team. The students

are given 15 minute to work it. Afterwards, who are the team's first finishes, the teams to rise-hand. Before the team presents the result of work team, the teams had been "yelyel".

Example: "I say shut up

Because I'm the winner

I can get the star

And you are loser"

By using "yelyel" their motivation to study especially in speaking ability more fun and it could be increase their score. After that, their teams presented result of work team to another. In this case, the teacher acts as the mediator and gave the correct answer.

In the last meeting at the second cycle, the teacher gave the individual quiz as post-test to make sure students understanding of the materials on 31st January 2017 at 07.00 – 08.30 pm. The students are asked to come forward practice it. So that, the teacher to know whether there were some students' improvement scores.

c. Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the students who are ready to follow the lesson and when they followed the speaking lesson, most of them are enthusiastic to answer some questions that given by the teacher. Then, they are actively to participate within their team and enjoyed doing exercises.

Furthermore, when the writer gives them individual quiz, they did it individually and they did the best for their improvement teams.

Related to the teacher's performance, she showed some progress. It means that the students could understand easily because the teacher's explanation was not too fast. Automatically, it led a good feedback from students' response. Shortly, most of the students seemed quite active in the classroom and enjoyed study in their teams.

In the third meeting of the second cycle, the teacher was held on post-test 2, the mean score of class in speaking test derived 69,48 in which there were 19 students who passed the minimum requirement (KKM) 65 (sixty five). The result of post-test 2 could be seen in the table below:

Table 6. Distribution of Students' Score Post-Test 2

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	19	76%
2.	<65	Failed	6	24%
Total			25	100%

d. Reflecting

From the result of learning process of the second cycle, the writer and the collaborator analyzed that generally by implementing the Student Team Achievement Division (STAD) technique in teaching speaking ability could be increase students' speaking score. Most of the students enjoyed when they were studying by using the Students Team Achievement Division (STAD) technique. It made them more interested in speaking, because it involved the

students' motivation increase and the students could sharing each other about the difficulty in teaching learning especially in speaking.

Meanwhile, the teacher's performance in the second cycle was better than the first cycle. (See appendix). It could be seen that the teacher had been already able to deliver the material chronologically and able to made the students more active in teaching learning process.

After achieving the target research of where minimally 70% students passed the minimum requirement (KKM) 65 (sixty five). Therefore, the writer and the collaborator decided to stop the Classroom Action Research (CAR), because it had already succeeded. Furthermore, the writer and the collaborator did not have to revise the plan.

4.3 Interpretation

The interpretation of the data results among the pre-test, post-test 1 of the first cycle, and post-test 2 of the second cycle are as following:

4.3.1 The Result of Pre-Test

In the pre-test, the average score of the students on speaking test before carrying out Classroom Action Research (CAR) is 55,52. It is the students' speaking score before they use the Student Team Achievement Division (STAD) technique. Meanwhile, the class percentage which passes the minimum requirement (KKM) is 28%. It means that there are only 7 students who are able to pass the minimum requirement (KKM) 65 (sixty five) and there are 18 students are out of the target. The result of pre-test could be seen in the table below:

Table 7. Distribution of Students' Score Pre-Test Score

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	7	28%
2.	<65	Failed	18	72%
Total			25	100%

4.3.2 Learning Result of Cycle 1

a. The Result of students' Activities of Cycle 1

In students' activities of the first cycle, it showed that in every the students' activity is more increase. In the first cycle, the teacher's explanation increased from 40% to be 52%, response to the teacher increased from 28% to be 36%, do the group exercise from the teacher increased from 28% to be 40%, and participate actively in a group on the first meeting 40% increased to be 56%.

The result of students' activities at the first cycle could be seen in the table below:

Table 8. The Result of Students' Activities at Cycle I

No.	Indicator	Meeting		Mean of the Students' Activities
		1	2	
1.	Give attention to the teacher's explanation	40%	52%	46%
2.	Response to the teacher	28%	36%	32%
3.	Do the group exercise from the teacher	28%	40%	34%
4.	Participate actively in group	40%	56%	48%
Total Average				160%
				40%

b. The Students' Score Post-Test 1

In the post test 1, the average score of post-test 1 is 63,28. It means that there some students' score improvement from the previous test (pre-test), that is 7.76 (63, 28-55, 52). Meanwhile, the class percentage which passes the minimum requirement (KKM) in post test 1 is 48%. It showed there are 12 students who pass the minimum requirement (KKM) and there are 13 students whose score still under minimum requirement (KKM). However, it is still needed more improvement, because it could not achieve the target yet of success Classroom Action Research (CAR), that is 70% from the class percentage. That is way the writer and the collaborator decided to continue to the second cycle.

The result of score post-test 1 could be seen in the table below:

Table 9. Distribution of Students' Score Post-Test 1

Score				
No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	12	48%
2.	<65	Failed	13	52%
Total			25	100%

4.3.3 Learning Result of Cycle 2

a. The Result of Students' Activities of Cycle 2

In students' activities in the second cycle, in the first meeting give the attention to the teacher's explanation was 60% and in the second meeting

increased to be 80%. Response to the teacher increased from 56% to be 68%, do the group exercise from the teacher was from 52% became 64%. And participate actively in group was from 64% to be 76%. It could be known that in every meeting in second cycle there were increasing of the students' activities.

The result of students' activities at the second cycle could be seen in the table below:

Table 10. The Result of Students' Activities at Cycle

No.	Indicator	Meeting		Mean of the Students' Activities
		1	2	
1.	Give attention to the teacher's explanation	60%	80%	70%
2.	Response to the teacher	56%	68%	62%
3.	Do the group exercise from the teacher	52%	64%	58%
4.	Participate actively in group	64%	76%	70%
Total Average				260%
				65%

b. The Students' Score Post-Test 2

The students' average score of the post 2 in the second cycle is 69, 48. It showed the students' improvement score 6, 2 (69, 48-63, 28) from the post test 1. Meanwhile, the class percentage which passes the minimum requirement (KKM) is 76%. It means that there are 19 students whose score pass in the minimum requirement (KKM) and there are 6 students are under the target of minimum requirement (KKM). This class percentage showed that some improvement 76% from the pre-test 28% or post-test 1 48% in the class

percentage. The post-test of cycle 2 has fulfilled the target of success Classroom Action (CAR), which is above 70% students, could pass the minimum requirement (KKM). Automatically, it can be said that Classroom Action Research (CAR) was success and the next cycle is stopped.

The result of score post-test 2 could be seen in the table below

Table 11. Distribution of Students' Score Post-Test 2

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	19	76%
2.	<65	Failed	6	24%
Total			25	100%

4.3.4 Learning Result of the Cycle 1 and Cycle 2

a. Increasing the Students' Activities

In increasing the students' activities, it could be inferred that there were increasing percentage of the students' activities from cycle 1 and cycle 2. Give attention to the teacher' explanation increased to be 24%, response to the teacher increased become 30%, 24% do the group exercise from the teacher and 22% participate actively in group.

The table could be seen below:

Table 12. The Result of Increasing Students' Activities at Cycle 1 and Cycle 2

No.	Indicator	Cycle		Increasing Percentage	Mean of the Students' Activities
		1	2		
1.	Give attention to the teacher's explanation	46%	70%	24%	58%
2.	Response to the teacher	32%	62%	30%	47%
3.	Do the group exercise from the teacher	34%	58%	24%	46%
4.	Participate actively in group	48%	70%	22%	59%
	Total	160%	260%	100%	210%
	Average	40%	65%	25%	53%

b. Increasing of Students' score at Pre-Test, Post-Test 1 and 2

Table 13.
The Increasing of Students' Score at Pre-Test, Post-Test 1 and 2

Test					
	Pre-Test	Post Test 1	Post Test 2	Increasing Score 1	Increasing Score 2
Total	1388	1582	1737	194	155
Average	55,52	63,28	69,48	7,76	6,2

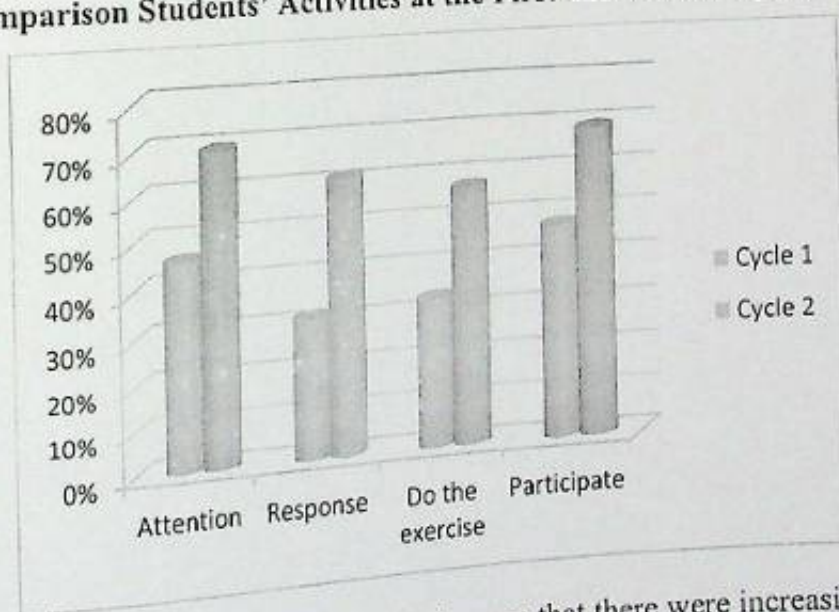
From the data above, it could be known that there are increasing students' speaking score from the pre-test, post-test 1 and post-test 2. It could be seen from their average score 55, 52 in pre-test became 63, 28 at post-test in the first cycle and 69, 48 at post-test in the second cycle. Meanwhile, from the pre-test

to post-test 1 increased become 7, 76. Moreover, from the post-test 1 to post-test 2 increased to be 6, 2.

4.4 Conclusion

Based on the result above, it could be inferred that by using the Student Team Achievement Division (STAD) technique could be increase the students' speaking score. It could be seen from their students' activities in give attention to the teacher's explanation increased to be 24% from the first cycle to the second cycle. 30% response to the teacher, 24% do the group exercise from the teacher and participate actively in group increased 22% from the first cycle to the second cycle. The result of students' activities could be seen in the graph below:

Figure 2.
The Comparison Students' Activities at the First and Second Cycle

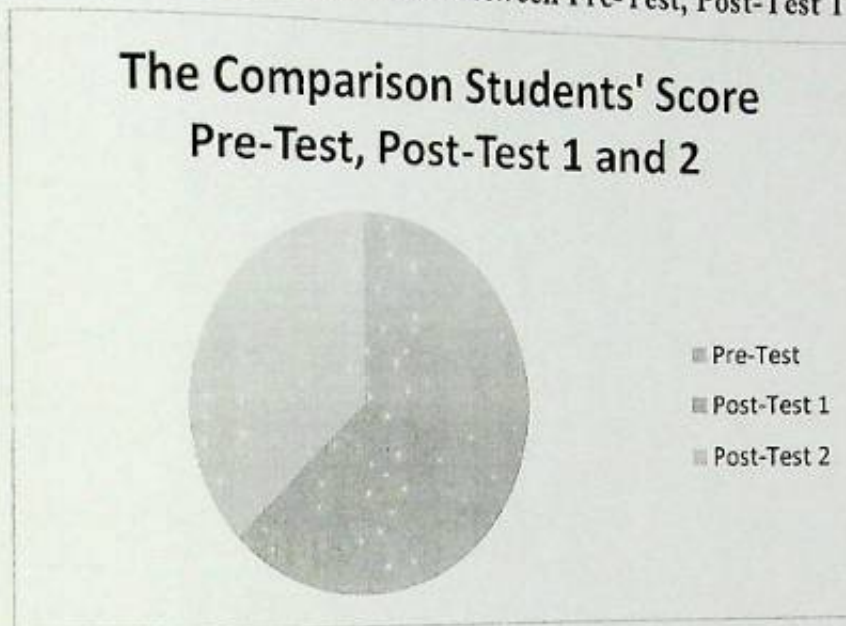


Meanwhile, the students' score could be seen that there were increasing score from the pre-test, post-test 1 and post-test 2. It could be seen from their average score 55, 52 in pre-test increased 63, 28 at the post-test 1 and 69, 48 at the post-test 2. Moreover, from the pre-test to post-test 1 increased 7,76 (63,28-55,52) and 6,2

(69,48-63,28) from post-test1 to the post-test 2. The result of the students' score could be seen in the graph below:

Figure 3.

The Comparison Students' Score between Pre-Test, Post-Test 1 and 2



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, some conclusions are drawn based on the findings and discussions in the previous chapter and followed by some suggestions.

5.1 Conclusion

The writer would like to sum up this research. This research uses the Classroom Action Research (CAR) in which to identify the problem on students' speaking ability, it is initiated through the observation in the tenth grades of SMK YPI II Way Jepara East Lampung which is considered as the class whose speaking test score are very low. The amount of students of the class is 25 students and through the interview English teacher. In this research, the writer implements the Kemmis model which is consists of 4 steps. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from test and observation.

First the result of pre-test, there were 7 students (28%) who passed the minimum requirement (KKM). Then in the result of post-test in the first cycle, there are 12 students (48%) in the class who passed the minimum requirement (KKM) considering their mean score of the test is 63, 28. Next in the result of post-test in the second cycle, there are 19 students (76%) who passed the minimum requirement (KKM) in which their mean score of speaking test derived 69, 48. It means that the result of the second cycle has already achieved the indicator of success that is 70%.

Moreover, the observation result showed that the students were more active and interested in learning speaking activity in the classroom. It is caused by they could work together and have equal opportunity to learn. It is approved by the result of the students' observation sheet that is increase from 40% at the first cycle and

65% at the second cycle. It means that is increased to be 25% (65% - 40%) from the first cycle to the second cycle.

Based on the research conducted in the tenth grades of SMK YPI II Way Jepara East Lampung in academic year 2015/2016, it could be inferred that the Student Team Achievement Division (STAD) technique could increase their speaking ability.

5.2 Suggestion

In this part, the writer would like to contribute some suggestions for the teacher. First, the Student Team Achievement Division (STAD) technique would be helpful to develop students' speaking ability and involve students actively in teaching learning process, so the teacher needs to maintain using the Student Team Achievement Division (STAD) technique in the next new academic year as the alternative way in teaching speaking. Second, the teacher is expected to motivate the students in order to be exited in learning English since many students assumethatEnglish subject is very difficult to learn especially in speaking. Many students said that they did not like learning English because it was difficult to be understood. Therefore, teacher should always motivate them in order to be more enthusiasm in learning English.

However, during carrying out the Student Team Achievement Division (STAD) technique in Classroom Action Research (CAR), the writer found a drawback in this research. That is using the Student Team Achievement Division (STAD) technique in teaching speaking needs a longer time rather than without using the Student Team Achievement Division (STAD) technique. Because for the first

time, the students are to adapt with their teammates. Hopefully, there will be any further research of how to complete this technique.

BIBLIOGRAPHY

- Arikunto Suharsimi, 2007, *PenelitianTindakanKelas*. Jakarta: BumiAksara.
- Chaer Abdul, Leonie Agustina, 2004 *Sociolinguistic*. Jakarta: Rineka Cipta.
- Cornbleet, Sandra and Carter, Ronald.2001. *The Language of Speech and Writing*. New York: Routledge.
- Donald, Jacobs, Sorensen, and Razavieh, 2010, *Introduction to Research in Education Eighth Edition*, Canada: Wadsworth, Cengage, Learning.
- Freeman, Diane Larsen, 2000. *Technique and Principles in Language Teaching Second Edition*, Oxford University Press.
- Good, Thomas L., Brophy, Jere E. 2008. *Looking in Classrooms*. USA: Pearson Education.
- Harmer, Jeremy. *The Practice of English Language Teaching Third Edition*. Cambridge:Longman.
- H. Douglas Brown. 2000.*Principles of Language Learning and Teaching Fourth Edition*. San Fransisco State University: Longman.
- H. Douglas Brown, 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. San Francisco State University: Longman.
- Jacobsen, David A., Eggen Paul, and Kauchak Donald, 2009, terjemahan *Methods For Teaching* penerjemah: Achmad Fawaid dan Khoirul Anam, (New Jersey: Pearson Education).
- Journal Miller, K. And Peterson, Reece L. _ *Cooperative Learning, Safe&Responsive Schools*.
- Journal Robert E. Slavin,1991, *Synthesis of Research on Cooperative Learning*. The Association for Supervision and Curriculum Development. p.71.
- Lang, Helmut R. and Evans, David N., 2006, *Models, Strategies, and Methods*. USA:Pearson Education.
- Mc. Donough, Jo. Shaw, Christopher. And Masuhara. Hitomi. 2013. *Materials and Methods in ELT a Teacher's Guide Third Edition*, UK:Wiley-Blackwell.
- Mc. Niff, Jean Whitehead, *Action Research: Principles and Practice*. Second Edition, London and New York.

- Pawlak, Miraslaw, Klimczak, Ewa Wahlek, and Majer, Jan. 2011. *SLA (Second Language Acquisition) Speaking and Instructed Foreign Language Acquisition*. UK: Multilingual Matters.
- R. Cruickshank Donald, Deborah Baines, Jenkins and Kim K. Metcalf. 2006. *The Act of Teaching*. New York: Mc Graw Hills.
- Robert Journal. E. Slavin, 1987. *Cooperative Learning and the Cooperative School*. The Association for Supervision and Curriculum Development, p.8.
- Richard, Jack C. *Teaching and Listening: From Theory to Practice*.
- Richards, Jack C. 2001. *Approaches and Methods in Language Teaching Second Edition*. New York: Cambridge University Press.
- Solihatun Etin, dan Raharjo. *Cooperative Learning analisis model pembelajaran IPS*. (Jakarta: Bumi Aksara. 2008)
- Sanjaya, Wina. 2009. *Penelitian Tindakan Kelas*. Bandung: Kencana.
- Scott, Wendy A. And Ytreberg, Lisbeth H. *Teaching English to Children*. London New York: Longman.
- Siahaan Saggam. 2007. *Issues in Linguistics*. Yogyakarta: Graha Ilmu.
- Singh, Yogesh Kumar. 2006. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publisher.
- Slavin, E. Robert. Terjemahan *Cooperative Learning: Theory, Research, and Practice (London: Allymand Bacon, 2005)* Penerjemah: Narulita Yusron. Bandung: Nusa Media.
- Sukardi. 2003. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: PT Bumi Aksara.
- Thornbury, Scott. *How to Teach Speaking*: Longman.

CURRICULUM VITAE



Gangsar Gumelar was born in East Lampung on September 02nd 1992, and spent his childhood in Way Jepara, a remote area in East Lampung. Ethnically speaking, he comes from Javanese family descent. He is the first child of Sudarto and Ponirah. he lives in Metro to finish his

study.

Enrolling in MI mambaul Ulum Sumberrejo for 6 years, and then he took his Junior High School at SMP Ma'arif 9 Way Jepara for 3 years. Having graduated from Junior High School he continued his study on Vocational High Shool level at SMK YPI II WAY Jepara and finished in 2010. After graduating from Vocational High School he decided to have lecture in English major at STAIN Jurai Siwo Metro.