

**IMPROVING STUDENTS' ACHIEVEMENT IN SPEAKING
BY USING STUDENTS TEAMS ACHIEVEMENT DIVISIONS (STAD)
AT GRADE VII 2 STUDENTS OF JUNIOR HIGH SCHOOL 3 PEKANBARU**

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Abstract: This research report has a problem, purpose, method, result, and conclusion. The problem is the students' low achievement in speaking. The purpose is to explain whether STAD can better improve students' vocabulary mastery at the grade VII 2 students of Junior High School 03 Pekanbaru and to explain the factors that influence changing of the improvement of students' Speaking skill by using STAD at the grade VII 2 students of Junior High School 03 Pekanbaru. The method used is a classroom action research with two cycles containing plan, action, observation, and reflection. The result shows that students' low achievement in speaking can be improved. Finally, the conclusion is that using STAD can better improve students' achievement in speaking.

Key words: Speaking skill, Students Team Achievement Division (STAD)

Abstrak: Penelitian ini terdiri dari masalah, tujuan, metode, hasil, dan simpulan. Masalah penelitian ini adalah rendahnya kemampuan *speaking* siswa kelas VII 2 di SMPN 03 Pekanbaru. Tujuan dari penelitian ini adalah untuk mengidentifikasi sejauhmana STAD bisa meningkatkan kemampuan *speaking* siswa dan mengidentifikasi faktor apa saja yang mempengaruhi siswa dalam peningkatan *speaking* dengan menggunakan STAD. Metode yang digunakan adalah Penelitian Tindakan Kelas yang telah diaplikasikan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan pengayaan atau pengembangan. Hasilnya, nilai *speaking* siswa/I di kelas VII 2 SMPN 03 Pekanbaru mengalami peningkatan. Kesimpulan, STAD dapat meningkatkan kemampuan *speaking* siswa/I kelas VII 2 SMPN 03 Pekanbaru.

Background of the Problem

At Junior high school, English is adaptive subject that has purpose to produces capable students in communication. Therefore, Students' ability involve oral and written. Here, the

output of learning process is hoped able to communicate in English. Both of written and oral communication is important, but, nowadays, communication by oral is encouraged. It is related to the curriculum, namely, teaching and learning

communicatively. This condition shows the important of speaking as the tool of communication in learning English.

Although curriculum has emphasis ability in communication as the target of learning, but most of students in Indonesia are not able in speaking and other skills in English. It may be a big question, because the students have learned English from Elementary school. English as foreign language still looks as a difficult and tedious subject at school. This situation found by the researcher. The researcher as an English teacher at Junior high school 3, particularly at the grade VII, found several problems in learning process, about 5% students wants to try speak English when teacher asks them, 15% of them answer the teacher question by Indonesian, and other students cannot answer teacher's question when the teacher ask them in English. Another fact that faced by the researcher is some of students look sleepy, and even they often look to watch, just 40% of them give full attention when learning English. Then, the researcher found in learning process was they look happy if the day when they must learn English was holiday. During the researcher teaches them from the first meeting until now; students score in examination is not satisfied. From 35 students, it is not more than 5 students get score 63-79, and the

other students get score under 63 or under *Kriteria Ketuntasan Minimum* (KKM).

In this research, the researcher will apply Students Team Achievement Divisions (STAD) to improve students' achievement in speaking. Carol in Rossini (1997) explains that cooperative learning as an instructional methodology provides opportunities for student to develop skills in group interactions and in working with others that are needed in today's world. Interaction in learning will make students is usual to explore their idea. They are just not as a good listener in the classroom, but be good participant in learning process. STAD as one of the type of cooperative learning is simple in applying in the classroom. This type also encourages students to have responsibility in improving their knowledge, because their contribution for their group work will influence their group's score. So, students are not only depending on smart students in their group.

Review of the Related Literature

1. Students' Achievement in Speaking

The importance of speaking as tool of communication has discussed in many studies. Chaney in Kayi (2006) defined speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. This definition state that the

process of speaking needs context that can be used verbal and non-verbal symbol. Other definition is stated by SIL international (1999), it defined speaking is the productive skill in the oral mode that is more complicated than it seems at first and involves more than just pronouncing words. Speaking, usually, happen between oneself to other self. This institution also identified three kinds of speaking situations; interactive, partially interactive, and non-interactive. Interactive speaking situations include face to face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

In teaching and learning process, especially in English, speaking is crucial part and as one of the skills that have to be mastered by the students in learning. The

goal of teaching speaking skills is communicative efficiency. Many language learners regard speaking ability as the measure of knowing a language. In this case, ability in speaking is needed to improve by strategy from the teacher and the learner. NCLRC (2003) stated that learners 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.

Learning process has a standard and purpose. Students' achievement is the most important target in learning. Moreover, teaching speaking also needs students' achievement, especially in speaking. So that, the definition achievement and elements of its need to know. Mifflin (2000) defined achievement is something accomplished successfully, especially by means of exertion, skill, practice, or perseverance. It is needed as a reflection of teachers and students toward the successful of teaching and learning process. Achievement in learning is affected by some factors.

However, External factor includes social factor; family, school, society, and non-social factor. Approach to learning includes strategy and method in learning. Finally, students' achievement in speaking as a measurement of successful in teaching and learning process needs to know. To

measure that, there are some indicators of speaking that have to achieve by the students in learning. They are pronunciation, grammar, vocabulary, function, and fluency.

2. Student Teams Achievement

Divisions (STAD)

Teaching as an art has several techniques that has purpose to increase quality of learning process. One of methods that developed is cooperative learning. Johnson in Mifflin (1997) explains that cooperative learning methods have proven effective in increasing motivation for learning and self esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates and increasing performance on tests of comprehension, reasoning, and problem solving. All of these advantages in learning may be difficult to find when student learn individually. Because in cooperative learning students work in the group.

Student Teams Achievement Divisions (STAD) is one of cooperative learning methods. The idea of cooperative learning is working in the group. Johnson in Mifflin (1997) explains:

The various features of cooperative learning, particularly positive interdependence, highly motivating because they encourage such achievement-oriented

behaviors as trying hard, attending class regularly, praising the effort of others, and receiving help from one's group mates. Learning is seen as an obligation and a valued activity because the group's success is based on it and one's group mates will reward it.

Students in their group show cooperativeness, and not only competitiveness. They have responsibility to finish the tasks together. In this situation, all students have express all their ability to give the best solution in solve the tasks. Armstrong and Palmer (2000) define "in the STAD, students are assigned to four or five member teams reflecting a heterogeneous grouping of different achieving, ethnic, background, and genders."

The heterogeneous group makes student appreciate differences between them. Student who has high achievement can help the student with low achievement. The successful of group is not only depends on smart students, but all members in group have responsibility to group score. This situation motivates all members to do the best for groups.

Slavin (1995:71) explains "five major components in STAD. They are class presentations, teams, quizzes, individual improvement scores, and team recognition". He also defines that STAD

requires the students to pay careful attention during class presentation, because it is the important case that will help them do quiz well. Then, team is the most important features in STAD. Members who support each other in team will determine the successful of that team.

The steps of learning process in STAD are as following Armstrong explanation. Slavin in Armstrong (2000) clarifies the students' activity in STAD such as, work on the worksheet in pairs, take turn quizzing each other, discuss problem as group, and use the strategies which to learn to assigned material. Based on the expert's idea, it can be concluded that students' activity is based on pair, group, or team. It is not an individual activity.

This learning strategy will improve student's caring with other, responsibility with their task and their group. The important point in this process is every student have same role in their group. All students in that group have to give contribution in group work. Beside many positive effects during work in group, the way of scoring in this approach also has positive effect for student. Armstrong (2000) explains "this scoring methods reward students for improvement while the use of improvement points has been shown to increase student academic performance even without team." All students feel

responsible to group task, because student own score will influence group score. It influences student habit in learning. They always feel that they have important part in every learning process. So, they have to give contribution in that process.

The researcher concludes that the variable of STAD has several indicators; there are class presentations, teams, quizzes, individual improvement scores, and team recognition.

3. Teaching Speaking by Using STAD

STAD (Students Teams Achievement Divisions) is one of the strategies that will be used in teaching speaking at the grade VII of students of Junior high school 3 Pekanbaru. For the implementation phases, the researcher will design a lesson plan which provides the phases of teaching speaking by using STAD before coming to the class. Slavin in Armstrong (2000) clarifies the students' activity in STAD such as, work on the worksheet in pairs, take turn quizzing each other, discuss problem as group, and use the strategies which to learn to assigned material. Based on the previous expert's idea, it can be designed the phases of teaching speaking by using STAD. The phases are as follows:

In Pre-Teaching, the English teacher will:

- a. Open the class warmly
- b. Check students attendance list

- c. Review the previous lesson
- d. Divide the students into some groups/pairs

In while teaching, the English teacher will:

- a. Share the topic or the material to each group/pairs
- b. Recommend the students work on their sheet with their pair
- c. Lead the students to quiz each other
- d. Lead the students to discuss the problem with their team
- e. Lead the students to select the proper strategy to assign the material

In post teaching, the English teacher will:

- a. Solve the students' problem
- b. Make a conclusion

Review of the Related Findings

STAD as the simplest type of cooperative learning has shown many advantages when apply in classroom. Slavin (1995:21) in his research explain that studies of STAD have implemented this model in language arts, math, spelling, social studies, science, and other subject. Effects of STAD have been consistently positive in all subjects. They have been equally positive with younger and older students, and with students in different types of school.

Alberti in Slavin (1995:46) explains the successful of her teaching by using STAD at her classroom. She explain that using STAD and TGT has brought about a significant increase in her

students's test score. In the last five tests dealing with punctuation, she has not had any students score below 85. When she started using STAD, she had these same students score from 50s to 95s on similar tests. To test the retention level of students, she periodically gave test on previously tested material and the results were still high.

The researcher found a similar research that conducted by Nichols (1995). The title of that research is "The Effects of Cooperative Learning on Student Achievement and Motivation in a High School Geometry Class." This study was conducted at University of Oklahoma. The result of this study is students in the cooperative treatments groups exhibited significantly greater gains the control group in geometry achievement, efficacy, intrinsic, valuing of geometry, learning goal orientation, and reported uses of deep processing strategies.

The researcher also found a research by Haswenti (2009). The title of her research is "Pembelajaran Fisika Model Cooperative Learning Type STAD untuk meningkatkan proses dan hasil belajar pada konsep wujud zat kelas VII B SMPN 2 Kota Bengkulu." The researcher translated this title as follow: Studying activity of Physic by Cooperative Learning approach of STAD to Improve Learning Process and Result on Concept of the

Shape of the Substance.” In this study, Haswenti was success to improve students’ activity in learning process. It means that students ability and students achievement in Physic which using STAD is better than before.

Other research by Priyogustopo (2009) also shows benefit of using STAD in classroom. The title of that research is “Increasing students English Vocabulary using Student Teams Achievement Division (STAD) at the Second Year of Senior High School Al-Islam 1 Surakarta. Priyogustopo used descriptive qualitative research. The data are derived from event, informant, and document analysis. Data analysis shows teaching learning process using STAD in the second year of senior high school Al-Islam 1 Surakarta make the student are motivated to be active in language skill. By using several techniques, the students could improve their motivation and it could stimulate the students to English vocabulary words better. In addition by varying the procedures among the cycles, the students were not easy to get bored and could improve vocabulary skill. Students give good response to this technique.

These researches above show the positive effect of STAD in learning. Beside improve students motivation, it also improve students achievement, process and studying result, and mastery

vocabularies. It gives inspiration for the researcher to prove whether cooperative learning especially STAD can solve the researcher problem in teaching and effective when using in English class. As noted above, the researcher wants to improve students’ achievement in learning English.

Method of the Research

1. Type of the Research

Teaching and learning process, especially in formal school, needs improvement such as strategy and method that have purpose to improve the quality of education. It includes the quality of learning process, students, and teachers. This situation needs understanding and capability from the teachers in looking the problem that facing in process. So that, teacher as educators, besides teaching, also need to do research on their field. The research was encouraged in form of action that done in their classroom itself. The result of the research may be used to increase the quality of their activity in teaching and learning process.

Kemmis in Hammersley (1999:168) stated:

Classroom action research is a form of research carried out by practitioner into their own practice as form of self-reflective enquiry undertaken by participant in social (including

educational) situation in order to improve the rationality and justice of their own social or educational practice, understanding of these practices, and the situation in which the practices are carried out.

Based on the theory above, the type of this research was classroom action research. Because the researcher as educator did this research to improve the quality of learning practice in the classroom.

2. Participants

The researcher has taught at SMPN 3 Pekanbaru about teen years. The researcher found achievement in speaking especially at Grade VII was low. So, the researcher has improved the quality of learning in this classroom. Based on the reason, this research was conducted to students at grade VII 2. There were 35 students in this class that consisted of 15 males and 20 females.

3. Location and Time

This research has been conducted at the grade VII of Junior High School 3 Pekanbaru. It was conducted from March to June 2011.

4. Instrumentation

The researcher uses several instruments. There were:

a. Test

Test was given by researcher to all students in the classroom. The form of test

was oral test, namely, students' individual performance and students' explanation related material. The score was taken based on the indicators of students' achievement in speaking; pronunciation, grammar, vocabulary, function, and fluency.

b. Observation

This instrument made in form of checklist format and field notes. The first sheet consisted of indicators of variable 1; achievement in speaking, and the second sheet consisted of indicators of variable 2; STAD and lesson plan. The form of that format was as follow:

c. Field notes

Field notes have been used to note all data during observation from collaborator in the classroom. Paper and pen were needed for this instrument. It used to write down all of students' activities in classroom when the researcher was teaching. All data were note based on fact in learning process.

d. Interview

The researcher chose students randomly and asked them orally. The questions include students' opinion about learning process related indicators of achievement in speaking.

e. Documentation

It included the photos during learning process, and the result of learning by the student.

5. Procedure

There were some steps in doing this research, such as planning, action, observation, and reflection. Kemmis and Taggart (1988) have formulated the diagram that describe cycles in classroom action research. It has been known as the action research cycles. It consisted of four steps. They were planning, doing action, observing and reflecting or evaluating.

Cycle 1

6. Technique of Collecting the Data

The data of this research have been collected by using test, observation, interview, field note, and documentation. Test was given at the end of a cycle. The form of test was oral test. Observation and field note was done by collaborator. When the researcher was applying the technique and the class, the collaborator did observation and took note about all the even that was related. After having the previous data, the researcher interviewed the students, students' participants, about their opinion of using STAD in speaking. Finally, I enclosed all documentation which related to the research activity or data.

7. Technique of Analyzing the Data

a. Qualitative Data

It was all data which collecting by checklist, field notes, and interview were data in form of explanation and it was not in form of number. This data was

qualitative data. To analysis this data, the researcher had to take relevant theory about qualitative analysis.

Gay (2003) explained the procedure to analysis qualitative data includes data managing, reading/memoing, describing, classifying, and interpretation. The researcher cannot fully interpret data until they are broken down and classified in some way. So the analysis itself requires four iterative steps:

- 1). Becoming familiar with the data and identifying potential themes in it (reading/memoing).
- 2). Examining the data in depth to provide detailed descriptions of the setting, participants, and activity (describing).
- 3). Categorizing and coding pieces of data and grouping them into themes (classifying).
- 4). Interpreting and synthesizing the organized data into general written conclusions or understandings based on the data (interpreting).

b. Quantitative Data

Quantitative data was collected from the result of test at the end of topic and the exercise on each meeting. The students' speaking score was analyzed by

using speaking rubric score that was suggested by Hughes (2003:94) as below:

Table 1
Speaking Score Rubric

WEIGHTING TABLE						
	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total						

(Sutanto and Frith in Arthur Hughes 1979 : 35-8)

WEIGHTING TABLE IN PERCENTAGE (%)						
	1	2	3	4	5	6
Accent	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,2	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100

After that the speaking score ranged into the following range score in order to see the students' speaking level.

Range of the scores	The level of Speaking Skill and Motivation
86-100	Very Good
71-85	Good
56-70	Fair
10-55	Poor

(Sutanto Leo, 2006: XIX)

All the quantitative data could be consulted to above speaking skill rubric and ranged after the average of speaking score has been found. The data average will be averaged by using mean formulation (Hatch and Farhady, 1982: 55)

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = Mean

$\sum X$ = All the individual observation

N = Total number of observation

1. Findings and Discussion

1.1. Findings

The research had been conducted was classroom action research based on research questions as follows: (1) to what extent can STAD improve students' achievement in speaking at grade VII of SMPN 3 Pekanbaru? (2) what factors influence the changing of students' speaking skill at grade VII of SMPN 3 Pekanbaru? The researcher answered the questions above on the data collected which involved (1) the students' average score in speaking test at the end of each cycle and (2) the teacher and students' activities on observation grids, interview, and field notes.

After the research was conducted 8 meetings in the 2 cycles, in order to see some factors that influence the improvement of the students' speaking skill by using Student Teams Achievement Divisions (STAD), the average score of students' speaking skill in every cycle was made. Students' improvement score and the best group in learning process also presented.

Table 2
The Mean of Students Speaking Test for
Cycle I

No	Component of Speaking	Mean
1	Accent	56,06
2	Grammar	52,12
3	Vocabulary	62,21
4	Fluency	66,23
5	Comprehension	65,5

was 66,23. Comprehension on based score was 46,73 while on Cycle I was 64,5. From the students' test result on Cycle I, it can be seen that the students have problem on their accent, grammar, and vocabulary. So, the third of skills were the focus of the researcher and collaborator to be improved in Cycle II.

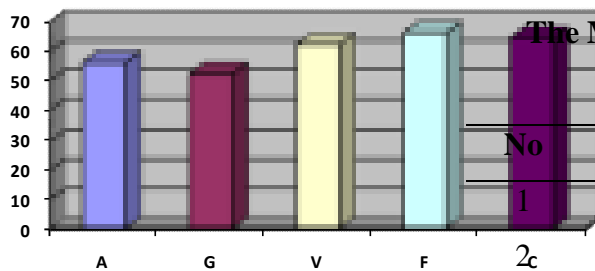


Diagram 1: The Mean Score of
Speaking Proficiency
For Cycle I

Based on the above data, it can be seen the comparison of the students' speaking skill from based score to their speaking skill score of Cycle I. In addition, the researcher and collaborator found that implementation of STAD in learning process at cycle 1 could improve students' speaking skill proficiency score. But the improvement of score than based score is still low. The mean of students' accent on based score was 31,52 while on Cycle I was 56,06. Grammar on based score was 34,56 while on Cycle I was 52,15. Vocabulary on based score was 37,73 while on Cycle I was 62,21. Fluency on based score was 48,26 while on Cycle I

Table 3
The Mean of Students Speaking Test for
Cycle II

No	Component of Speaking	Mean
1	Accent	69,45
2	Grammar	63,86
3	Vocabulary	73,34
4	Fluency	75,82
5	Comprehension	74,71

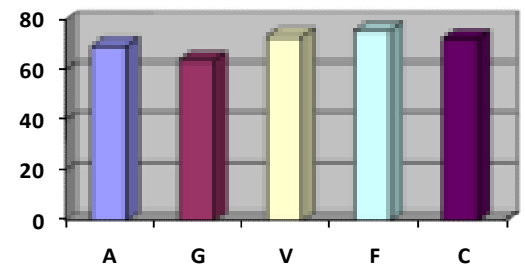


Diagram 2: The Mean Score of
Speaking Proficiency
For Cycle II

The result of students' speaking test above shows the students' speaking skill is improved dramatically. However, the students' skill in accent, grammar, vocabulary, fluency, and comprehension was better than Cycle I. On Accent, it was 56, 06 for Cycle I but it was 69, 45 for

Cycle II. Next, on Grammar, it was 52, 12 for Cycle I and it was 63, 86 for Cycle II. On Vocabulary, 62, 21 for Cycle I but it was 73, 34 for Cycle II. On Fluency, it was 66,23 for Cycle I but it was 75,71 for Cycle II. Then, on Comprehension, it was 64, 5 for Cycle I but it was 72, 41 for Cycle II.

Discussion

Based on the findings of this research in two cycles which have been done in eight meetings test included, the researcher found out that the application of Student Teams Achievement Divisions (STAD) in teaching speaking could better improve students' speaking skill at grade VII 2 students of SMPN 3 Pekanbaru. Based on the formulation of the problem, there were two questions that should be answered. The first question was, "to what extent can STAD improve students' speaking skill at grade VII 2 students of SMPN 3 Pekanbaru? And the second question was, "what factors influence the changes of students' speaking skill at grade VII students of SMPN 3 Pekanbaru by using STAD?.

Meanwhile to answer the first question, the researcher analyzed from quantitative data, namely: the mean score of students' speaking skill result. In based score of students' speaking skill result was low or did not reach the minimum score

standard (KKM) . It means that students' speaking skill was poor. To solve this problem, the researcher applied STAD with the expectation can improve the students' speaking skill. This research has been conducted in two cycles.

1. The Discussion of the First Cycle

In the first cycle, the score of students' speaking skill result was getting higher than the based score. The improvement of students' speaking skill still did not reach or higher than minimum standard score (KKM) yet, because some of students' indicators were poor. The researcher assumed that the students' improvement in Cycle I were influenced by discussion in their group. The students discussed and prepared their task , daily expression in asking and giving something in group before presenting it. Kayi (2006) states activities in discussion fosters critical thinking and quick decision making, the students learn how to express and justify themselves in polite ways while disagreeing with the other.

However, unsatisfied results on cycle I are influenced by some factors, such as lack of confidence, lack of understanding, and teacher's explanation.

- a. Lack of confidence: the students were lack of confident to speak and discuss in group. Most of students were not active in group discussion and helped each other to prepare

their oral presentation, showing the expression asking and giving something.

- b. Lack of understanding: the students did not really understand the concept of equal opportunities for success and individual accountability in STAD.
- c. Teacher's explanation: the teacher explanation about the regulation in learning by STAD was too fast and teacher gave less monitoring for discussion group.

Referring to the above factors, the researcher and collaborator decided to continue the research to the second cycle.

2. The Discussion of Second Cycle

In the second cycle, the score of students' speaking skill was higher than before. It could be seen that it was the highest. It showed the improvement students' speaking skill than previous cycle. The researcher assumed that the interesting topic used in learning influenced the improvement in this cycle. The students looked interesting when they were discussing the topic within their group and they were able to talk about the text procedure fluently. Students' awareness about individual responsibility to group improvement also influenced students' participation in discussion and helped each other in group. Besides that, reward and teacher's role as facilitator and

monitoring learning activities improved students' motivation in learning.

Related to the above discussion, Claxton in Ros (2011) states teachers can promote the power of learning through discussion and value with the whole class, the way to talk to group and individuals about their learning and achievement, activities and cognitive aids selected, model and explanation about learning. Due to the better improvement had by the students, the researcher decided not to continue the research to the next cycle. All of the students' speaking indicators could reach and over the minimum standard score (KKM) that was determined by the curriculum. Furthermore, the students' successful on cycle II was influenced by some factors, as follows:

- a. Class Management: the students have an independent in constructing the material that will be presenting with their friends in group. Each member in group help each other and has responsible for the group improvement. The role of teacher as facilitator in learning makes students brave to express their idea in learning.
- b. Topic: the students have high attention for topic, asking and giving expression procedure text that is used in learning. It makes them feel interest toward the lesson.

- c. Lesson/ material: Interest and appropriate material, the procedure of making something for the students' level makes them enjoy in learning.
- d. Reward: giving reward for the best group makes them more diligent to develop their ability.

In conclusion, applying STAD as a model of cooperative learning method gave high contribution toward students' motivation in learning. Johnson in Mifflin (1997) explains that cooperative learning methods have proven effective in increasing motivation for learning and self esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates and increasing performance on tests of comprehension, reasoning, and problem solving.

Conclusions and Suggestions

1. Conclusions

Based on the findings, the following conclusions are made:

1. Student Teams Achievement Divisions (STAD) better improve the students' achievement in speaking at grade VII 2 students of SMPN 3 Pekanbaru.
2. The factors that influence the changes of students' achievement in speaking are:

- e. Class Management

The students have an independent in constructing the material that will be presenting with their friends in group. Each member in group help each other and has responsible for the group improvement. The role of teacher as facilitator in learning makes students brave to express their idea in learning.

- f. Topic

The students have high attention for topic, asking and giving expression procedure text that is used in learning. It makes them feel interest toward the lesson.

- g. Lesson/ material

Interest and appropriate material, the procedure of making something for the students' level makes them enjoy in learning.

- h. Reward

Giving reward for the best group makes them more diligent to develop their ability.

2. Suggestions

Based on the above conclusions, the suggestions can be made as follows:

1. Researcher as teacher who teaches English at Junior high school may apply this research finding, if he/she has the same problem with this study.

2. Students may apply technique of discussion like in STAD to improve their speaking skill as long as they have some problems and conditions with this study.
3. The candidate researchers who have same problems and condition with this study can continue this research.

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