The Effect Of Student Team-Achievement Division (STAD) Technique On The Students' Speaking Ability Of Grade Eight Of SMP Negeri 2 Pematangsiantar

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Abstrak

Penelitian ini dilakukan untuk mengetahui apakah pengaruh Teknik Student Team-Achievement Division terhadap pemahaman siswa dalam kemampuan berbicara di kelas VIII SMP Negeri 2 Pematangsiantar. Metodologi penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain quasi eksperimen. Populasi penelitian ini adalah kelas VIII SMP Negeri 2 Pematangsiantar tahun ajaran 2023/2024. Peneliti mengambil dua kelas sebagai sampel. Sampelnya adalah VIII-10 sebagai kelompok eksperimen yang terdiri dari 32 siswa dan VIII-11 sebagai kelompok kontrol yang terdiri dari 32 siswa. Kelompok eksperimen diajarkan dengan teknik student team-achievement division sedangkan kelompok kontrol diajarkan dengan teknik konvensional. Data diperoleh dengan menggunakan pre-test dan post-test yang diberikan kepada kedua kelompok. Nilai rata-rata kelas eksperimen pada pre-test adalah 44,40 dan nilai rata-rata kelas kontrol adalah 58,40. Di sisi lain, rata-rata variabel pada kelas eksperimen pada post-test adalah 74,93, sedangkan skor rata-rata kelas kontrol pada post-test adalah 66,56. Untuk memperoleh data, peneliti menggunakan tes sebagai instrumen. Hasil uji-t adalah 9,885 yang lebih tinggi dari t-tabel pada tingkat signifikansi 5% (1,670). Hasil nilai signifikansi menunjukkan bahwa hipotesis alternatif (Ha) diterima, sedangkan hipotesis nol (Ho) ditolak. Artinya ada pengaruh yang signifikan dengan menggunakan Teknik Student Team-Achievement Division di Kelas Delapan SMP Negeri 2 Pematangsiantar.

Kata Kunci: *Efek, Divisi Prestasi Tim Siswa, Berbicara*

Abstract

This research was carried out to find out whether the affect of Student Team-Achievement Division Technique on students' comprehension in speaking ability at grade VIII of SMP Negeri 2 Pematangsiantar. The research methodology used in this research was a quantitative method with a quasi-experimental. The population of this research was grade VIII of SMP Negeri 2 Pematangsiantar in the academic year 2023/2024. The researcher took two classes as the sample. The samples were VIII-10 as experimental group consisted of 32 students and VIII-11 as control group consisted of 32 students. The experimental group was taught by student team-achievement division technique meanwhile control group was taught by conventional technique. The data were obtained by using pre-test and post-test given to both groups. The experimental class mean score on the pre-test was 44,40 and the mean score of control class was 58,40. On the other hand, the mean of variabe in experimental class on post-test was 74,93, while the mean score of control class on post-test was 66,56. To acquire data, the researcher used test as instrument. The result of t-test was 9,885 which was higher than t-table at 5% of level significance (1,670). The result of significance value indicates that alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. It meant that there was significant effect by using Student Team-Achievement Division Technique at Grade Eight of SMP Negeri 2 Pematangsiantar.

Keywords: *Effect, Student Team-Achievement Division, Speaking*

INTRODUCTION

English becomes very important for everyone and mastering it also becomes a must for many reasons, such as for communicating with others, for competing with all people from all of countries, to support various aspects of life, one of which is education. It is also by Harmer (2007:1) cited in Fiedler (2011), English has become a lingua franca that is widely adopted for communication between two speakers whose native languages are different from each others. In the context of teaching English, there are four language skills that the students should master: listening, speaking, reading and writing. Skill are abilities or expertise possessed by someone in carrying out a particular task or job. Harmer (2001) cited in Indrawati (2018), skill is a special ability to do something. In particular, this study discusses only skill in English, called speaking skill.

Speaking is a verbal communication process that involves using words to convey information, thoughts, feelings, or ideas to others. Besides that, speaking is being capable of speech, expressing or exchanging thoughts through using language. Speaking becomes an important key in learning English. Brown (2001: 267) cited in Alpudin (2018), that when someone can speak a language it means that he can carry on a conversation reasonably competently. Thronbury (2005: 1) cited in Indrawati (2018), speaking is so much a part of

daily life that people take it for granted. According to Aydogan H, et.al (2014; 674) speaking is one of basic English skill that have to mastered by students, beside one of basic English skill, speaking also can used to communicate with the native speaker or nonnative speaker, and student have to practice speaking performance in the class with the teacher and the other students. Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning Nunan (2003: p.48) cited pamungkas (2019). According to Harmer (2007:343) cited in putra (2017), there are several aspects of English that need to be paid more attention to in speaking skills, namely: pronunciation, grammar, vocabulary, fluency and comprehension.

Based on the researcher's experience in the Teaching Practice Program (PPL) at SMP Negeri 2 Pematangsiantar on November 20th 2023, based on the teaching curriculum used, namely the independent curriculum. Independent curriculum is curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Based on existing facts there are several problems for students' speaking in English, especially eight grade. First, students were less able to speak in English fluently. Second, students have difficulty in applying grammar and vocabulary correctly. Third, students did not understand how to pronounce language sounds clearly. Fourth, students were confused in conveying intonation of sounds during conversation. Fifth, students did not understand how to give opinion in conversation. Sixth, the technique and teaching in English classes have not been updated and are less impressive. It was proved by the data that only 15% of 32 students speaking score were above the KKM that is 70 were only limited the KKM, and the highest number was 58% below the average. To get out of the problems of students' speaking ability, the researcher want to apply the student team achievement division with the hope of improving students' speaking ability.

To overcome this problem, the researcher's use the STAD technique to offer unique instructions that facilitate students' abilities and talents in showing real evidence through speaking. By using the STAD technique, students are encouraged to collaborate with each other, grow self-confidence, work together with each other, establish close and compact friendships so that the learning process looks interesting, and students do not feel bored when studying in class.

Student Team Achievement Division (STAD) is a learning technique that students learn together in small group, to solve problems or difficulties in learning, develop their skills and help each other in their group. STAD is a technique in the teaching learning process that is effective to increase students motivation and enthusiasm, and it can develop their

responsibility in their own group Gross (1991:5) cited in Yusuf, et al (2015). According to Brown (2007:257) STAD is one of the interesting technique which can be used in speaking class. As the priciple in designing technique to teach speaking, the teacher should consider about giving students opportunities to initiate oral communication and providing intrinsically motivating technique. This technique help students understand and master learning materials, foster self-confidence when speaking, can train and develop social attitudes in students, be active in group discussion in solving problems, develop their knowledge, because they can exchange opinions between students both in their groups and other groups, teach students to respect other people's opinions and improve students' competence in speaking. Slavin (1995:60) cited in Luwiti, et al (2023), state that was STAD has positive effect in improving social interaction, creating norms that support high achievement and increasing students feeling that their outcome depended on their performance rather than on luck.

The reason the researcher the STAD technique is because the technique is interesting to use because this technique can minimize the learning process to be effective and efficient, helping students hone their abilities and skills in speaking. This technique allows students to create a small group of 3-5 people, then they discuss and learn together with their friends. The measurable and systematic steps of this learning technique according to Istarani (2016:59) are as follows: a. Forming groups of 3-5 students randomly b. The teacher present the lesson c. The teacher give assignment to the group to be worked on by the group members d. The teacher give quizzes or questions to all students. When answering the quiz, they are not allowed to help each other e. Giving an evaluation f. Conclusion.

There are some researchers who have found that STAD improve students speaking ability. The first, Agustin Santi (2023) entitled "The Effectiveness of Student Teams Achievement Division Strategy to Improve Students' Speaking Ability at MTS Negeri 2 Ponorogo. Second, Edi Suprayetno (2022) entitled "The Effect of Student Team-Achievement Division Technique On Students' Speaking Skills of Grade XII Students of SMAN 1 Brandan Barat". Third, Marice Saragih et al (2022) entitled "Improving Students' Speaking Ability trough STAD at Second Grade Students of SMA Katolik Delimurni Delitua. Fourth, Rahmat Firnanda et.al (2019) entitled "The Influence of Student Team Achievement Division in Developing Students' Speaking Skill". Fifth, M. Raihan (2023) entitled "Implementing Student Teams-Achievement Division for Increasing Students' Speaking Skill. Previous research has demonstrated a positive impact of STAD on students speaking ability. There are difference between this research and previous research, including subjects, populations and samples. Based on the phenomenon about, the researcher is interested to

conduct a research entitled "The Effect of Student Team-Achievement Division (STAD) Technique On the Students' Speaking Ability of Grade Eight of SMP Negeri 2 Pematangsiantar".

RESEARCH METHOD

The design of this research is a quantitative research. Quantitative research is objective in nature. It is defined as an inquiry into a social or human problem, based on testing a hypothesis or a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the hypothesis or the theory hold true Creswell (2012). In this research, researcher will be use quantitative research where the research will collect the data from the students as the participants. There are a pre-test and post-test to find out whether the use of STAD technique in conversation. The method that will use in this research is the experiment method. The type of experiment method use is quasi-experimental design. Quasi-experimental is a research method that tests hypotheses in the form of causal relationships through treatment and tests changes due to the treatment.

The researcher chose classes VIII-10 and VIII-11 as samples because the researcher had conducted research in both classes. Here the researcher take two classes (VIII-11 and VIII-10) from eleven classes as the sample that consist of 32 students of each class. One class will be experimental class (VIII-10) and the other one as control class (VIII-11). In experimental group the researcher will apply STAD and in control group the researcher does not use STAD.

RESULT AND DISCUSSION

Data Description

In the experimental class, the researcher implemented a speaking test as both the pre-test and post-test to evaluate the effectiveness of the STAD technique on students' speaking abilities. The test aimed to produce scores that would be compared later to determine the significance of students' abilities to create dialogues for asking and giving opinions. During the test, students were tasked with creating dialogues focused on asking and giving opinions about various topics. This speaking test was administered to both the experimental group, which utilized the STAD technique, and the control group. The research was designed to conduct the test over a period of approximately two hours, structured as two sessions of 30 minutes each.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	ARP	50	75
2.	AOZ	20	50
3.	AMG	73	88
4.	AES	52	78
5.	AF	61	85
6.	AN	63	80
7.	AZ	50	74
8.	CNS	17	70
9.	DA	22	72
10.	DKZ	66	88
11.	ERT	10	70
12.	EAP	18	70
13.	FAR	24	72
14.	FZR	68	78
15.	GD	73	88
16.	JQS	65	80
17.	JGT	82	90
18.	KLS	8	62
19.	KAP	53	70
20.	MWK	11	58
21.	MZH	21	64
22.	ND	70	80
23.	NNS	13	72
24.	NA	8	70
25.	PIS	50	74
26.	RJD	51	75
27.	RS	60	75
28.	SN	45	74
29.	TZH	22	70
30.	TRH	74	83
31.	VPL	63	87
32.	WIR	58	76
Σ		1.421	2.398

Based on table 1, it can be seen that the lowest score in the pre-test in the experimental class is 8 and the highest score is 82. There is one student who gets the highest score, which is 82. There are 12 students who get the lowest score. In addition, there are several students who get good scores, around only 4 students with a score of 70. And 15 other students only get scores below 70. So, the total average pre-test score in the experimental class is 44.40.

Not only that, after doing the pre-test, a post-test will be conducted. It can be seen whether there is a change in their score or not. The lowest post-test score in the experimental class was 50 and the highest score was 90. There is one student who gets the highest score, which is 90. There are 4 students who get the lowest score. There are 12 students who get scores above 75. In addition, there are several students who get good scores, around 15 students with a score of 70. So, the total average post-test score in the experimental class is 74,93

Figure 1. Improvement in Experimental and Control Class

	Experimental	Control
Pre-Test	44,4	58,4
Post-Test	74,93	66,56
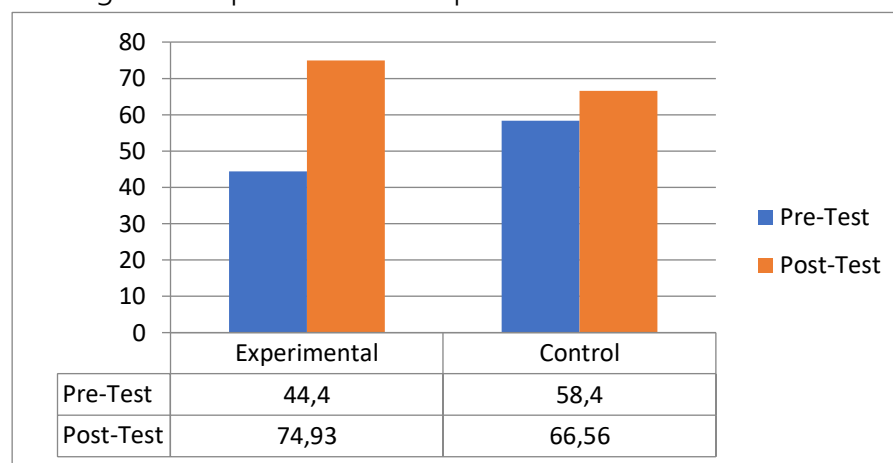
After calculating the average scores for the pre-test and post-test in both the experimental and control classes, the researcher created a graph to display the results, illustrating how students improved their speaking abilities. The experimental class, which utilized the STAD technique, had a mean score of 44.40 on the pre-test and an impressive 74.93 on the post-test, resulting in a significant improvement of 30.53 points. In contrast, the control class, which followed traditional teaching methods, had a pre-test mean score of 58.40 and a post-test score of 66.56, reflecting a more modest increase of 8.16 points. This data indicates that the experimental class demonstrated a greater improvement in their speaking abilities compared to the control class, highlighting the effectiveness of the STAD technique in enhancing students' skills in creating dialogues for asking and giving opinions.
Testing Hypothesis

The researcher found that the t-test value was 9,885 after doing a data analysis. The distribution table and the t-test value at various degrees of freedom (df) were then calculated using the t-test value. The t-table's result is 9,885 because the degrees of freedom

(df) in this study are 62 at a significant level of 0.05. Based on the calculating results, Ha was acccepted and Ho was rejected because t-test > t-table at level t = 0,05, or 9,885>1,670.

Research Findings

The purpose of this research was to find out how the Student Team-Achievement Division technique affect speaking asking and giving opinion in eighth grade students of SMP Negeri 2 Pematangsiantar. The researcher used two classes in conducting the study, namely class VIII-10 as the experimental class and in class VIII -11 as the control class. In the experimental and control classes, the researcher gave different pre-tests and post-tests to both classes. However, in the experimental class, the researcher gave treatment with the STAD technique when the pre-test and post-test were given, while in the control class, the researcher gave conventional techniques or without STAD. In this research, the researcher found that students who studied using STAD got better grades than students who studied without using the technique.

Based on the data analysis, the researcher found that the STAD technique had a significant influence on the speaking ability to asking and giving opinion in class VIII students of SMP Negeri 2 Pematangsiantar.

a. Experimental class
   1. Mean score from experimental class in pre-test is 44,40
   2. Mean score from experimental class in post test is 74,93
   3. Experimental class's lowest pre-test score was 10 and the highest score was 82
   4. Experimental class's lowest post-test score was 50 and the highest score was 88
   5. Reasearcher discovered that the experimental class's (Ma) total variable was 30,53
   6. Researcher discovered that the total standard deviation from the experimental class (da^2) was 9243

b. Control class
   1. Mean score from control class in pre-test is 58,40
   2. Mean score from control class in post test is 66,56
   3. Control class's lowest pre-test score was 35 and the highest score was 82
   4. Control class's lowest post-test score was 45 and the highest score was 90
   5. Reasearcher discovered that the control class's (Mb) total variable was 8,15
   6. Researcher discovered that the total standard deviation from the control class (db^2) was 1353

c. After calculating the data from the preceding point, researcher discovered the t-table score with df62 = 1,670

d. Testing Hypothesis shows that t-test (9,885) is higher than t-table (1,670) at 5% of level significance. Alternative hypothesis (Ha) ia accepted and Null Hypothesis (H0) is rejected.

Discussion

The purpose of this research was to find out how the Student Team-Achievement Division technique affect speaking asking and giving opinion in eighth grade students of SMP Negeri 2 Pematangsiantar. The researcher used two classes in conducting the study, namely class VIII-10 as the experimental class and in class VIII -11 as the control class. Based on the result of data analysis, the average pre-test score in the experimental group was 44.40. The ability to speak asking and giving opinion in students is still low because the average pre-test score is below the KKM standard of 70. After being given treatment, the average post-test score in the experimental group increased where the average score was 74. The test results in the experimental class showed a significant difference between the t-test and t-table (9.885> 1.670), that the t-table is lower than the t-test.

When compared to previous research, the results of this research have several similarities and differences. The first was conducted by Edi Suprayetno (2022) entitled "The Effect of Student Team-Achievement Division Technique On Students' Speaking Skills of Grade XII Students of SMAN 1 Brandan Barat. This study aimed to investigate the effect of the Student Team Achievement Divisions (STAD) Technique on the speaking skill of Grade XII Students of SMA N. 1 Brandan Barat and the students' perceptions toward the implementation of the STAD technique in teaching speaking. A random sampling technique of 60 students of grade XII of SMA N. 1 Brandan Barat academic year 2021/2022 was taken as two sample classes. One class of 30 students was an experimental group (XII IPS 1) and another one of 30 students was appointed as a control group (XII IPS 2). From the data analysis, it was found that the STAD technique positively affected the students' speaking skills with the Tcount score 3,443 was greater than the t table score 2,048 (3,443> 2,048) with a significance level of sig 0,001< 0.05.(5 percent) then it can be argued that Ho was rejected and Ha was accepted or it can be concluded that the STAD technique affected a better student's performance in speaking.

Based on the mean of pre-test and post-test of experimental group, there is a significant different before and after student team-achievement division was taught three times. The difference caused by the effect of student team-achievement division in case of improving students' in speaking ability. Students' response was very good and found the student team-achievement division as enjoyable way of speaking ability. The sum of the pre-

test and post-test of experimental group had shown a big different compared to control group. This was caused by the after three times treatment of student team-achievement division in the experimental group and there was no treatment in the control group.

CONCLUSION

Based on the findings, the researcher concluded that the Student Team-Achievement Division technique has an effect on the speaking ability of class VIII students of SMP Negeri 2 Pematangsiantar in asking and giving opinion through dialogue. In this study, the researcher used two classes. In class VIII-10 as an experimental class and in class VIII-11 as a control class. In the experimental and control classes, the researcher gave different pre-tests and post-tests to both classes. However, in the experimental class, the researcher gave treatment with the STAD technique when the pre-test and post-test were given, while in the control class, the researcher gave conventional techniques or without STAD. In this research, the researcher found that students who studied using STAD got better grades than students who studied without using the technique.

STAD technique can affect the ability to speak asking and giving opinion. The experimental group and the control group were given a pre-test and post-test to see if there was a significant effect of the use of STAD teaching techniques on the ability to speak asking and giving opinion. Based on the results of data analysis, the average pre-test score in the experimental group was 44. The ability to speak asking and giving opinion of students was still low because the average pre-test score was below the KKM, which was 70. After being given treatment, the average final test score in the experimental group increased where the average score was 74.93. The test results in the experimental class showed a significant difference between the calculated t and the t table 9.885> 1.670, namely the t table is smaller than the calculated t. This means that there is a significant effect of the use of STAD techniques on the skills of speaking asking and giving opinion in class VIII students of SMP Negeri 2 Pematangsiantar.

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