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IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT BY APPLYING THE STUDENTS TEAM ACHIEVEMENT DIVISION AT CLASS XI MIA 2 OF SMA NEGERI 6 MEDAN

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ABSTRACT

This study aims to improve the ability to speak English in students in Medan. In this study, research data collection techniques used observation, interviews and documentation methods. The data sources for this study were students at SMA Negeri 6 Medan in class XIMIA2. By applying the Student Team Achievement Division learning model and using dialogue media. the research instrument is test, observation sheet, interview (*Classroom Action Research*). This study uses a qualitative and quantitative design. The research data analysis technique uses three steps, namely 1. Data reduction, 2. Data presentation, 3. Making conclusions. Findings from data analysis, Before applying the Student Team Achievement Division (STAD) learning model, there were 30 students (96%) who did not complete with a score of 44.46-66.67. and 6 (4%) students 78.78 - 88.89 completed with grades. And after applying the Student Team Achievement Division (STAD) learning model, in the first cycle there were 35 students (99%) who scored 78.78. 88.89 this value has exceeded the KKM score of 75% and 1 student (1%) did not complete. There was an increase of 26.15. The conclusion is that the application of the Student Team Achievement Division learning model is very effective in improving students' speaking skills.

Keywords : Action Research, Speaking Achievement, Student Team Achievement Division (STAD).

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BACKGROUND

Speaking is a skill that everyone has. therefore speaking skills can be trained properly in order to communicate with other people well. In English there are 4 skills that must be mastered by students, namely reading, writing, listening and speaking. This speaking skill is very important for students, the goal is

for them to be fluent in daily communication, increase knowledge, and help make friends from other countries. By mastering English, students can easily communicate with foreigners. In the 2013 curriculum, students are required to be more active, such as daring to speak in front of the class. Students must dare to express the ideas that are in their minds

and respond to the teacher by answering the questions given by the teacher. In fact, many students do not dare to express their ideas and students are only silent when the teacher asks.

The causes of students not daring to answer the teacher are lack of confidence, fear of being wrong in answering questions, lack of comfort felt by students, lack of mastery of language vocabulary, and students having difficulty thinking to express their ideas to the teacher.

Many students still do not dare to speak. So the researcher believes that the application of the Student Team Achievement Division (STAD) learning model with the Lion King Film Dialogue Media is able to improve students' speaking skills. It is known that Student Team Achievement is an effective learning strategy in the teaching and learning process of English. This strategy consists of 4-6 people in one group. According to Slavin (Isjoni, H., 2009:15), 'Cooperative learning is a learning model in which students learn and work in small groups collaboratively with 4-6 members with heterogeneous group structures'. Cooperative learning can be used in making research reports on learning English.

This strategy can be applied to motivate students to dare to ask questions, express opinions, respect the opinions of friends, and give each other opinions. In addition, in learning students are faced with practice questions or problem solving,

therefore this strategy as a type of cooperative learning is very good because students can work together and help each other in doing the tasks assigned to them. It is also very useful for developing critical thinking skills, collaborating, and helping friends, because students are actively involved in the learning process so that it has a positive impact on the quality of interaction and quality communication, and can motivate students to improve their learning.

RESEARCH METHODS

The research design of this study Qualitative and Quantitative. Qualitative data consisting of information about teacher performance and student activities in the learning process will be analyzed based on student activities and teacher performance categories as stated by Arikunto (2007).

Quantitative data regarding student achievement will be analyzed using Arikunto's theory (2007), the formula is as follows:

$$P = \frac{\sum \text{acquisition score}}{\sum \text{total score}} \times 100\% \quad (\text{Arikunto (2007)})$$

Description P = Success rate

To see the level of success of students and teachers in carrying out the learning process used five categories, which can be seen in the following table.

Table 1. Success Level Criteria of Students' Learning in Percent

Level of Success (%)	Categories
81-100%	Very High
61-80%	High
41-60%	Moderate
21-40%	Low
0-20%	Very Low

- a. Assessment Practices and tests look for average scores. Researchers add up the scores obtained by students. then divided by the number of students who took the test to obtain an average score.
- b. Research for Completeness of Learning. In this study, there are two categories of mastery learning, namely individual and classical. Individual learning completeness obtained from the KKM for thematic learning is determined by the school, that is, students are declared if they have scored 78 and below 78 are declared incomplete. While the classical learning mastery is measuring the success rate of complete student learning completeness. Classical learning completeness is declared successful if the percentage of students who get a score of ≥ 78 is greater than or equal to 85% of the total number of students. The results of this analysis can be used as a reflection to carry out further planning in the next meeting and cycle. The results of the analysis are also used as material for reflection in improving the learning design or even as material for consideration in appropriate learning method.

RESEARCH RESULTS AND DISCUSSION

This research uses quantitative and qualitative methods. this method is very relevant to the research that has been carried out, namely classroom action research (CAR). In this study using the Student Team Achievement Division (STAD) learning model. This Stad model is a group learning model consisting of 4-6 members in one group (Slavin, 2009). The aim is to improve students' speaking ability in English.

Cycle I

Cycle I was held on November 30 -14 December 2021, the learning was carried out in 8 meetings. The learning process uses the STAD type cooperative model. this stage is carried out as appropriate classroom action research procedures, namely planning, implementation, observation, and documentation.

a. Planning

At this stage, the researcher plans to implement the STAD type of cooperative learning model and the following things are done in the planning:

- Determining the Material Topic
- Prepare learning resources such as class XI textbooks, and dialogue scripts
- Make a Learning Implementation Plan (RPP) with the STAD learning model according to the provisions of the 2013 Curriculum.
- Make an Observation Sheet to collect student data.
- Make observation devices.

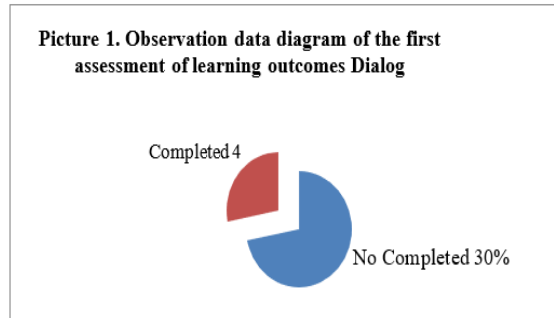
b. Action Execution

The research was conducted in the first cycle carried out in 7 meeting.

The data get it from the student's task and practice speaking. The researcher discussed how to the student's practice speaking English at the class and find out of problem speaking of the student's such as Vocabulary, Grammar, Pronunciation, Fluency, Understanding, Clarity, and Content. the results of classroom action research (CAR) and the discussion that has been explained, it can be concluded: the application of the Student's Team Achievement Division (STAD) learning to students of class XI MIA

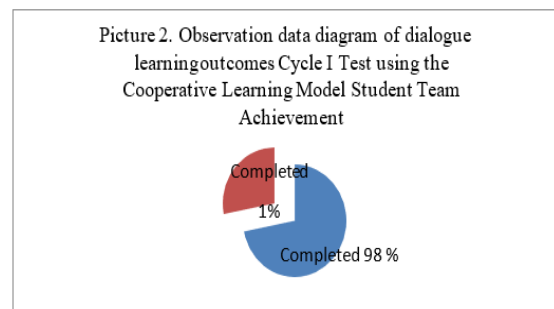
2 at SMA Negeri 6 Medan. It can improve speaking ability in English. Before implementing the Student's Team Achievement Division (STAD) on the first test 30 (91%) students scored 44.46-66.69 (Low), there are 6 (9%) students get a score of 78.78-

88.89. And the KKM for English subjects is 75.00. so, in this first test the score obtained by 30 students is not sufficient. After implementing the Student Team Achievement Division (STAD) learning in the first cycle, 10 meetings were held.



The results of the first observation of the assessment in dialogue learning there were 6 students (8%) students who completed by getting a score of 78.88 - 88. 89 (High). And there are 30 (96%) students who have not finished with a score of 44. 44 - 66. 67 (Low). Constraints experienced by students in the

learning process are the lack of students' understanding of the material taught by the teacher, there are still pronunciation difficulties in dialogue using English, the students' lack of vocabulary mastery, and lack of confidence in student.



Learning Outcomes Dialogue uses the Cooperative Student Team Achievement Division (STAD) Strategy learning model. There were 35 (99%) students who completed getting a score of 78. 78 - 88. 89 (High). And there are 1 (1%) students who have not finished getting a score of 66. 67. In the results, learning dialogue using the Cooperative Student Team Achievement Division (STAD) learning model There is an increase in students'

speaking skills with dialogue media. The improvement is that students have the courage to speak, have dialogue in front of the class, students have mastered vocabulary, students can speak and respond to teachers and friends using English. Learning Outcomes Dialogue uses the Cooperative Student Team Achievement Division (STAD) Strategy learning model. There were 35 (99%) students who completed getting a score of 78. 78 - 88.

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dialogue media. The improvement is that students have the courage to speak, have dialogue in front of the class, students have mastered vocabulary, students can speak and respond to teachers and friends using English.

Table 2. Comparison of observational data between the first test and cycle I

Cycle	Not Completed	Percentage	Completed	Percentage	Average value
First Test	30	96%	6	4%	57,37
Cycle I	1	1%	35	99%	83.52

CONCLUSION

Based on the results of classroom action research (CAR) and the discussion that has been explained, it can be concluded: the application of the Student's Team Achievement Division (STAD) learning to students of class XI MIA 2 at SMA Negeri 6 Medan. It can improve speaking ability in English. Before implementing the Student's Team Achievement Division (STAD) on the first test 30 (91%) students scored 44.46-66.69 (Low). there are 6 (9%) students get a score of 78.78-88.89. And the KKM for English subjects is 75.00. so, in this first test the score obtained by 30 students is not sufficient. After implementing the Student Team Achievement Division (STAD) learning in the first cycle, 10 meetings were held. there were 35 (99%) students scored 78.78-88.89 (Very high). so that the specified KKM is sufficient. And there are 1 (1%) students who do not meet the KKM value that has been determined.

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