

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Ketaksaman pada Ruang Quasi Banach

Promoting Task-Based Instruction in Teaching Reading of Narrative Texts

Teaching Reading Report Text Using React Method to Senior High School Students

Promoting SVT in Teaching Reading of Exposition Text Acquiring Detailed  
Sentential Comprehension

Penggunaan Teknik Digtoglos dengan Perangkat Lunak Komputer  
untuk Meningkatkan Kemampuan Mendengarkan Siswa

The Application of SFA in Promoting Lexical Concept Mastery in Reading Text

Implementasi Life Skill Education pada Proses Belajar Mengajar  
Mata Kuliah Kewirausahaan untuk Mencapai Kecakapan Hidup Mahasiswa

Analisis Kebijakan Kurikulum Pendidikan Lingkungan Hidup  
sebagai Strategi Membangun Konsep Teoritis Green Moral pada Pendidikan Dasar

Implementasi SAT pada Materi Lembaga-lembaga Pendidikan

Meningkatkan Aktivitas dan Prestasi Mahasiswa dalam Mendiskripsikan Syarat-syarat  
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Pengaruh Lingkungan Kerja terhadap Kinerja Karyawan pada Perusahaan HD Finance

Improving Students' Listening Comprehension for Sma Students  
through Metacognitive Strategy with Adobe Audition

Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian  
untuk Meningkatkan Pemahaman Mahasiswa

Penerapan Model Isu Kontroversial untuk Meningkatkan Kemampuan  
Berfikir Kreatif Mahasiswa

Improving Students' Speaking Skill through STAD with Audio Visual

# CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober

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1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas kuarto, panjang 10–20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word*.
2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
3. Semua karangan ditulis dalam bentuk *esai*, disertai judul subbab (*heading*) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

### **PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)**

#### **Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)**

#### ***Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)***

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

# IMPROVING STUDENTS' SPEAKING SKILL THROUGH STAD WITH AUDIO VISUAL

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**Abstrak:** tujuan penelitian ini adalah untuk meningkatkan kemampuan berbicara bagi mahasiswa fakultas Hukum Universitas Narotama. Penelitian ini menerapkan desain Penelitian Tindakan Kelas kolaboratif. Subjek penelitian ini sejumlah 30 mahasiswa. Penelitian ini dilakukan dalam 2 siklus dengan prosedur : perencanaan, penerapan pembelajaran, observasi kelas, dan refleksi. Untuk mengumpulkan data, peneliti menggunakan beberapa instrument, yaitu: lembar observasi, petunjuk wawancara, kwesioner, dan alat rekam. Sedangkan media yang digunakan adalah gambar, kartu, dan makanan instan. Hasil penelitian membuktikan bahwa menggunakan *students team achievement division* dengan media *audio visual* dapat meningkatkan kemampuan bicara mahasiswa.

**Kata kunci:** STAD, ketrampilan bicara, *audio visual*

**Abstract:** The objective of this study was to improve the speaking ability of the students at Law faculty of Narotama University. This research employed the collaborative classroom action research design. The subjects of this research were 30 students. This research was conducted in two cycles by following the procedure of the classroom action research (planning, implementing, observing, and reflecting). To collect the data, the researcher used some instruments such as the observation checklist, interview, questionnaire, and recording tools. While the media used in this research were pictures, cards, and instant food packages. The findings of the research yielded that using students team achievement division with audio visual can improve the students' speaking ability

**Key Words:** STAD, speaking skill, audio visual

## INTRODUCTION

Based on the researcher's observation done in June 2014 at law faculty of Narotama University, some facts has been found that most of English learners have not reached the target the minimum score of mastery learning of speaking, that is 75 % individually, that has been caused by: First, they have felt bored because their lecturers have used conventional technique, such as repeat-

ing drills, memorizing dialogue, or learning passively through the lecturer's explanations. Second, the students have felt shy to speak with their friends. Third, the students have just ended up chatting in their own language when they have had speaking lesson because the lecturer has not been able to manage the class.

To solve the problems above, the lecturer has to improve the abilities in teaching speaking. The lecturer has to use effective technique to make

the students able to communicate in English. One of the techniques that can be used is Student Team Achievement Division (STAD). STAD technique is a competition among the small group. During the teaching learning, the lecturer gives the question to every individual. Therefore, STAD is very useful to motivate students in mastering English materials.

Furthermore, the media provided by the faculty is still conventional. There has not been a language laboratory, in each class there are only a whiteboard and a blackboard. While the learning aids used are only laptop install with window media player, and LCD projector. It is due to the limitations number of the English lecturer and media supporting the teaching learning process, when teaching speaking skill, the lecturer only uses those two teaching aids.

Audio visual is learning media which is expected to overcome the obstacles that exist in the teaching and learning process, especially in speaking skills. Based on the statements above, the researcher is interested to implement a research entitled "improving students' speaking skill through students team achievement division with audio visual

The purposes of the study is to describe the implementation of STAD in teaching speaking measured with observation sheet, interview and recording tools, and the improvement of speaking skill measured with speaking test and questionnaire. The researcher hopes that this classroom action research will be useful for the researcher to have useful experience in teaching speaking using STAD technique, it can increase her knowledge about how to teach speaking well, and can increase her ability to solve problem of teaching and learning speaking skill

#### Review of Related Literature

STAD is the simplest of the team technique. It is one of the techniques developed by Slavin. Student team achievement division are not difficult to use. It is a structure in which student are given information from readings, lectures, and so on. Teams of four or more are assigned to complete a worksheet or solve problem sets. Generally, STAD is heterogeneous in grouping. Student Team Achievement Division is a cooperative

learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal

Slavin (1977-1979) states that students who has experienced in STAD over period of 10-12 weeks gained more in number of cross-racial friendship than control students - the student taught using conventional technique. Slavin and Oickle (1981) has found significant gains in white friendship with American Africans as a consequences of STAD but has found no difference in African American friendship with whites.

The lecturer using STAD presents new academic information to students each week or in regular basis, through either verbal presentation or text. In this technique, there is competition among the small groups. The students are grouped heterogeneously. There may be 4-5 students in each group. During the teaching and learning process, the lecturer gives them question to every individual. The score of individual will effect the group score. STAD is very useful to motivate the students in mastering the materials. When the groups want to get the rewards, every member of the group should help to each other. Every member should present her/his best. Because the group score is based on the individual success, the best group will be given the rewards.

STAD, detailed steps are as follows:

- 1) Class Presentations. The teacher presents the material in front of the class in the classical style that focuses on the concepts of matter to be discussed only. Furthermore, students are asked to learn in small groups to work on tasks assigned by the teacher.
- 2) The formation of study groups (Teams). Students are organized into groups whose members are heterogeneous (both academic ability and gender). The trick with rank students based on grades or the last value obtained before the student STAD cooperative learning models. The function of this grouping is to encourage cooperation in the group study the material and complete the tasks assigned by the teacher.
- 3) Provision of test or quiz (Quizzes). After studying the group completed the test, quiz was held with the objective of identifying, or the ability

to measure student learning of the material has been studied. In this case, the student was not allowed to work with his friend. The purpose of this test is to motivate students to try and individually responsible. Students are required to do my best as a result of group learning. In addition to individual responsibility, the students also have to realize that businesses and their success will be very valuable to contribute to the success of the group. This test is performed after one to two servings of classes and learning in groups.

4) Improved scoring individual (Individual Improvement Scores). This is done to give the students a goal that can be achieved if they work hard and showed good results compared with previous results. Manager scores the results of the cooperation of students performed in the following order: score early, score tests, and score of the group increased.

5) Awards group (Team Recognition) award is given to the group to give a gift in appreciation of the efforts that have been made during the study. (Slavin, 1995 in Prilatama, 2008)

Three central concepts that characterize learning as expressed Slavin (1995). 1. Group awards, group awards are obtained if the group achieved scores above the specified criteria. 2. Individual responsibility, accountability focuses on the activities of each group member formatting in learning. 3. Equal opportunity to succeed, each student either low or high achievers alike the opportunity to succeed and do the best for the group.

The basic principles of cooperative learning. 1. Each member of the group (students) are responsible for everything that is done in a group. 2. Each member of the group (students) should know that all of the group members have similar goals. 3. Each member of the group (students) has to split the duties and responsibilities equally among group members. 4. Each member of the group (students) will be evaluated. 5. Each member of the group (students) to share leadership skills and need to learn together during the learning process. 6. Each member of the group (students) will be required to be individually accountable for the material is handled in a cooperative group.

Advantages and Disadvantages of STAD. A learning strategy has advantages and disadvantages. STAD cooperative learning has several advantages (Slavin, 1995:17) in Karmawati Yusuf (2010) as follows:

1. Students work together in achieving its objectives by upholding the norms of the group.
2. Actively assist and motivate students to succeed shared passion.
3. Active role as a peer tutor to further enhance the success of the group.
4. Interaction among students with increasing their ability to argue.

### Definition of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1988). Speaking is a crucial part of second language learning and teaching. Despite it is importance, for many years, teaching speaking has been undervalued and English language lecturers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to obey the social and cultural rules appropriate in each communicative circumstance.

The following are some strategies from The National Capital Language Resource Centre, Washington DC (2004), which can be used to teach speaking.

#### *a. Using minimal responses*

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

### ***b. Recognizing scripts***

Some communication situations are associated with a predictable set of spoken exchanges (a script). Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In this scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Lecturers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

### ***c. Using language to talk about language***

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. The lecturers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Lecturers can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, lecturers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Hayriye Kayi (2006) has some suggestion for English language lecturers while teaching oral language. They are :

- a. Provide maximum opportunity to students to speak the target language by providing a reach environment that contains collaborative work, authentic materials and tasks, and shared

knowledge.

- b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c. Reduce lecturer speaking time in class while increasing student speaking time. Step back and observe students.
- d. Indicate positive signs when commenting on a student's response.
- e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice...."
- g. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- j. Provide the vocabulary beforehand that students need in speaking activities.
- k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

## **RESEARCH TECHNIQUE**

Research design used in this research was Classroom Action Research (CAR) applying a spiral model as suggested by Kemmis and Taggart (1988) consisting of planning, acting, observing, and reflecting. The classroom action research was used because of the following reasons: 1) this study was done in natural ways; 2) the data collected consist of soft and hard data; 3) this study concerned to improve the quality of teaching and learning process. The subjects of this research were the first semester students of Law faculty Narotama University Surabaya in the academic



year 2013/2014. The research was done from 1 June until 30 June 2014.

The procedure of collecting data were as follows: a) quantitative data were taken from speaking test given by the researcher during the process of teaching; b) qualitative data: the researcher wrote and recorded the lecturers' and students' activities and creativities during the process of teaching and learning, the instruments used were observation sheets, recording tools.

The procedure of analyzing the data: for quantitative data, the researcher applied percentage formula for questionnaire which was in the form of nominal data, and the mean formula for ongoing assessment which was in the form of interval data, while for qualitative data: 1) collecting the raw data, 2) reducing the raw data, and 3) analyzing and interpreting the data. The research subject were the researcher herself and the first semester students of Law faculty of Narotama University Surabaya numbering 30 students.

## RESEARCH FINDINGS

### Cycle 1

#### *Meeting 1*

Time allocation was 2 x 45 minutes or 1 meeting. Here, the researcher is the main source of data, because she was not only as a researcher, but also as a lecturer. At the beginning of the class, the lecturer prepared the class for English subjects. These included greeting, praying, checking the students' presence, and giving brainstorming to the students. To brainstorm the students' knowledge about the topic and sub – topic, the lecturer showed the picture of a glass of milk and had conversation with the students such as:

- Lecturer : "Students, do you know what picture is it?"  
 Students : "Yes, Miss. That is a glass of milk."  
 Lecturer : "Good. Have you ever drunk a glass of milk?"  
 Students : "Yes, Miss."  
 Lecturer : "Do you like it?"  
 Students : "Yes, Miss."  
 Lecturer : "OK, I'm sure that everyone here ever drunk a glass of milk. But I

want to know what we need to make it. Can someone help me, please?"

- Student A : "We need milk powder, Miss."  
 Lecturer : "Good. How much milk powder do we need?"  
 Student A : "Two or may be three."  
 Lecturer : "OK. And what do we need else?"  
 Student B : "A glass of hot water, Miss."  
 Lecturer : "Very good. Now, I want to know how to make it.".....

After the lecturer made sure that the students had focused on the materials, she continued to the next step.

The researcher as a lecturer explained about procedural text with video taken from YOUTUBE. After she made sure that every student understood about how to tell the procedural text, she showed an instant food package (fried *Sedap* noodle) to the students and asked them to explain how to make it orally to their chair mate. In this step, some students enthusiastically explained it, but other students still kept silent. To make sure that every student spoke actively, the lecturer showed an instant cereal package (*Energen*) and asked the students to explain how to make it orally to their chair mate again. Here, almost all students tried to speak although they still mixed their English with some Indonesian words (they lack of vocabulary).

#### *Meeting 2*

Lecturer prepared the class for English subjects. These included, greeting, praying, and checking the students' presence. The activity was focused on teaching speaking skill by using STAD technique. The use of the technique as the main activity aimed to give the students a chance to learn and practice their speaking ability with the various pairs shortly and regularly.

To do this step, the lecturer divided the class become 6 groups, each group consist of 5 students (heterogeneously). After that, lecturer gives 5 different picture in every group, than asks students to discuss about the pictures as well as the process of making. In this meeting, the lecturer asked 2 groups to compete. They were asked to tell the process of making something on their pictures individually.

### **Meeting 3**

In this meeting, lecturer continued the competition like the previous meeting. The lecturer asked 4 groups to compete. After all finished, the lecturer announced the individual scores of students. Then the lecturer asked every group to add up the individual scores of each member. The group that obtained the highest total scores, was judged to become the winner.

Twenty minutes were spent for the teaching and learning activities. The lecturer concluded the explanation and gave motivation to the students to speak English in their daily life especially on procedural text. To know whether the implementation of Student Team Achievement Division in improving students' speaking skill was successful or not, the researcher made the criteria of success. There were three criteria used in this research to measure the success action: a) the students were able to speak in a good grammar and intonation; b) the students were able to perform the procedural text correctly; and c) the students were able to speak in a good pronunciation and intonation.

### **Observing**

In this occasion, the researcher tried to identify the problem in cycle 1. The lecturer faced some problems during the teaching and learning process using STAD technique. First, the students were not ready to follow the teaching and learning process with this new technique, because it was the first time for them learned using STAD technique. Second, in discussion session, students just kept silent because they were used to learn individually. Based on the Students' Speaking score, there were 8 students or 27% who got < 75; 10 students or 35% who got score between 76 and 80; 12 students or 38% who got score between 81 and 90; and no student who got the score between 91 and 100. From the result of the cycle 1, it was known that the result was not satisfying enough because it was still out of the target. Although the students' scores in cycle were better than the pre test score, but there were still many students who got low scores in cycle 1. There were 18 students or 62% who got low

scores.

### **Reflection**

The result of the observation when teaching learning process was carried out, there were still many students could not be active. They just keep silently, they were not ready yet with the STAD technique that the lecturer applied. They also could not understand the material well, they were too lazy to speak. The class condition rather crowded when the STAD applied. The students who sat in back row talked to each other, because they felt that the lecturer did not give the attention, only students who sat in the front row gave more attention. And the lecturer could not handle the condition of the classroom well and the student were still confused with the teaching and learning model. It was also known that the result of the speaking test did not meet the criteria of mastery learning, 75% individually and 85% classically. The fact, the score of the speaking proved that there were still many students failed, there were 18 students or 62% who got low score. It means that cycle 2 must have been conducted with some revisions on the strategy of applying the STAD, especially on the member of the group must have been as heterogeneous as possible

## **Cycle 2**

### **Meeting 1**

Lecturer divided the class into 6 groups, then the lecturer gave some pictures, and each group explained about the pictures, and one of the member of the group became the leader of the group, after they finished discussing the exercise in the group, they came in the front of class and explained about the picture clearly. And other group asked questions to the group.. After all group explained their tasks, the lecturer asked all of group about the picture. Then the lecturer gave prize to the winner group.

After all of group had finished, the lecturer and the students concluded their activities that day. Then the lecturer asked the students to learn STAD lay out at home. The lecturer advised them to learn together in order to share with their friends

who were still confused to fill out the STAD lay out. After the students had done the test, the researcher gave the explanation about STAD technique. The researcher explained about how to do the test through STAD technique.

### *Meeting 2*

First of all, the lecturer give explanation about the material, then, she asked the students to some groups consisting of 5 student each, The students presented their work actively. In this section, the lecturer didn't got any difficulties to apply STAD because the students had adapted with the technique. Twenty minutes were spent for the teaching and learning activities. The researcher concluded the explanation and gave motivation to the students to speak English in their daily life especially on procedural text

### *Observation*

The lecturer applied the technique well, and there was only one obstacle, when teaching using STAD technique the class was rather crowded because it was big class and the majority of the students were boys. The lecturer explained the material with loud voice, so the students could absorb the material presented by the lecturer. Although few of them did not understand what the lecturer meant, but they did not feel shy to ask the lecturer questions The Students' Speaking Scores in Cycle 2 are as follows: 7 or 24% students got the scores < 75, 12 students or 35 got the scores between 76 and 80, 5 students or 14% got the scores between 81 and 90, and 6 students or 27% got the scores between 91 and 100. It means that 100% students pass the mastery learning. In conclusion, STAD technique could positively improve the speaking skill of the students.

### *Reflection*

Based on the observation in cycle 2, the students' scores increased and much higher than cycle 1, the mean score for cycle 1 was 77.33% while cycle 2 was 79.16%. The students were more active and creative and their speaking skill was improved much better. They felt joyful in attending the class although there were still few students who needed more motivation to increase

their score as the target expected. The lecturer applied the technique very well- she explained the material with louder voice - although there was a bit crowded- the lecturer could still manage the class condition. That was the reason why the teaching and learning process applying the STAD was stopped in cycle 2, because the STAD had yielded that it was an effective technique to improve the speaking skill.

## CONCLUSIONS

STAD is a suitable technique to be implemented to teach speaking on procedural text . The students had positive responses toward the use of this technique in teaching and learning speaking. The students' speaking score in cycle 1 was not satisfied because there were 8 students or 27% who got < 75; 10 students or 35% who got score between 76 and 80; 12 students or 38% who got score between 81 and 90; and no student who got the score between 91 and 100. From the result of the cycle 1, it was known that the result was not satisfying enough because it is still out of the target. Although the students' cycle 1 score was better than the pre test score, but there were many students who go low score in cycle 1. There were 18 students or 62% who got low score. So, the researcher should continue to cycle 2 with some improvements on the researcher's planning that would be used in teaching speaking. In cycle 2, the researcher changed the member of the groups so that the groups were more heterogeneous. The researcher reminded students to be serious and paid much attention on the teacher instruction and the students' speaking score in cycle 2 was good enough and achieved the minimum standard of mastery learning. The Students' Speaking Scores in Cycle 2 are as follows: 7 or 24% students got the scores < 75, 12 students or 35 got the scores between 76 and 80, 5 students or 14% got the scores between 81 and 90, and 6 students or 27% got the scores between 91 and 100. It means that 100% students passed the mastery learning. In conclusion, STAD technique could positively improve the speaking skill of the students. Based on the proof above, it is suggested that when

teaching speaking, the lecturers would like to apply the STAD technique in order to gain the improvement of teaching.

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