

TEACHER'S EXPERIENCE IN TEACHING SPEAKING BY USING STAD

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Abstract

This research was aimed to describe the teacher's experience in teaching speaking using STAD. The subject of this research was an English teacher of SMAN 10 Pontianak who was experienced in teaching English by using STAD. This research was a case study to describe the teacher's experience while using STAD in teaching speaking. The data were collected from interviews, audio-visual materials, and document reviews. The speaking score of 36 students from the Year-10 students of SMAN 10 Pontianak in Academic Year 2019/2020 was used in this research. The results showed that the STAD technique affected the students' speaking learning achievement as much as 9 out of 36 students experienced an increase in their score by 4%. Some internal factors contributed to those students' achievement, namely, students' contributions, motivating students, and improving student skills. Moreover, the findings revealed that some students did not achieve the goal of learning by using STAD. This is caused by several factors, namely managing time, managing class, and lack of speaking skills become the difficulties of this research.

Keywords: Case Study, Experience, STAD, Speaking Skill.

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INTRODUCTION

Secondary school students in Indonesia are taught English as a foreign language. Rao (2018, p.289) claims, "to achieve this goal, the foreign language teachers should develop their learners' competence through the diversity of classroom activities." Reading, listening, writing, and speaking are the four basic language skills that the students need to learn. Speaking is a human tool to communicate and share some information from one human being to another (Darmadi, Sudarsono, & Regina, 2019). Samad, Bustari, and Ahmad (2017) define "speaking as an ability to share thoughts, ideas, and intentions with the other people by using a language in the oral form."

Teachers must understand what to train students. They must justify themselves in every area by becoming effective speakers. Rao (2018, p.289) claims, "A teacher is responsible to choose activities and strategies that are appropriate, to meet their needs, goals, and interests." A teacher needs to have experience in teaching, too. Experiences are events or incidents that have occurred in someone's life. Hohn (2013, p.5) claims, "An experience is not biological destiny but develops alongside and as integrated parts of the interaction between organism and environment."

There are two influential aspects, namely continuity, and interaction. A teacher's experience is a crucial factor in determining teaching's activity, which affects the quality of a student. Buddin and Zamarro (2016, p.8) find, "High levels of teacher's experience may have important benefits for schools, even if the teacher's experience is weakly related to the students' achievement". Student Team Achievement Division (STAD) is one of the coaching methods that has been used interchangeably in the classroom. STAD is a teaching technique that involves group study to maximize learning. Rakhman & Syatroh (2015, p.73) claim, "The main idea behind STAD is to motivate students to encourage and help each other master skills presented by the teacher. There are four phases to apply STAD (Hassard & Dias, 2009). They are class presentation, team study, test, and team recognition.

The researcher did a simple observation and interview with the teacher of SMAN 10 Pontianak. The teacher was notified having good experience in teaching speaking using STAD. Besides, the teacher also had problems in teaching speaking. She was assumed to experience settling down crucial problems in speaking class. Thus, the present research was designed to explore the teacher's experience in using STAD as the technique in teaching. There were previous studies on this issue. Zulfa (2015) reported that teaching using STAD could improve the students' skills, competence, and motivation in speaking. STAD aided students to learn by allowing them to explore and communicate with peers in groups. It improved their communication skills and contribution to meaningful learning. Yusuf, Natsir, and Hanum (2015) reported that the STAD technique was suitable to be implemented in teaching English to EFL learners. Furthermore, this technique promoted student-centered learning by allowing interactions to occur not just between teacher and students, but also between student and student.

The previous studies on this issue mostly focused on students' experience in learning by using STAD, but limited, if any, on the teacher's experience in using STAD. Therefore, the present research focused on the teacher's experiences. This research was essential because the participant voiced their opinion regarding the use of the STAD technique in teaching speaking.

RESEARCH METHOD

The present research was a qualitative case study. Ary, Jacobs, and Chirs (2010, p.29) refer to a case study as a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal was to arrive at a detailed description and understanding of the entity (case). This research investigated an English teacher at SMAN 10 Pontianak, who has been teaching for ten years. The subject for this research was selected using purposeful sampling by the researcher.

Moreover, the data and information were collected from the teacher's experiences in teaching speaking using STAD. The experience data were collected through interview questions and document review. The interview covered semi-structured questions referring to the aspect of experience by Dewey J. (1997) and Aedo (2002). The interview of semi-structured questions was prepared to obtain individual participants' viewpoints on their teaching experiences using STAD. The interview was conducted twice. In keeping with qualitative research methods, manual coding was used to analyze the transcribed interview data.

The voice recorder was another data collection tool used in this research. The voice recorder was an essential tool to collect the supporting and practical details on the interview outcomes. Negron (2012, p.6) claims, "Voice recorder is used to capture that person's voice, as it is to capture the voices of others in an interaction". In this research, a voice recorder was used to record the teacher's interview activities related to the use of STAD in teaching speaking.

Another, technique to collect the data was a document review. Document review was a technique to collect the data by reexamining the existing documents. It was a process by which several parties can analyze the documents and data to determine whether or not they are relevant to the case. Brief (2018, p.1) claims, "Documents may be hard copy or electronic and may include reports, program logs, performance ratings, funding proposals, meeting minutes, newsletters, and marketing materials." The draft score of students before and after using STAD was used as the document review in this research. The data were collected by asking about the students' speaking scores that the teacher had before and after using STAD.

RESULT AND DISCUSSION

The main focus of this research was to know teacher's experiences in teaching speaking using STAD, whether helpful or not in teaching the students.

1. The Teacher's Experience in Teaching

The teacher's perception of teaching was an activity to exchange information with others, especially with the students at school. The teacher started using STAD since she was a beginner teacher who just started teaching at the school. It showed that several other techniques were also used in teaching speaking according to the material needed and goals to be taught besides STAD. In applying the STAD technique, some procedures are used. They were presenting, grouping, testing, and dividing students based on their achievement.

The teacher classified the students into heterogeneous groups. In each group, the members were divided from various aspects such as gender, ethnicity, and student achievement, which were combined into groups. Each group comprised several types of students to hone their abilities both in the academic and non-academic fields as explained below.

(1) I divided the students into heterogeneous groups. Because it helps the students divide their groups based on merit, gender even if possible based on ethnic culture, race, and religion... (RN, Interview, Sept 14th, 2020).

The division of students based on capacity, gender, and other factors was applied to make the position of students effective into groups directly. It also aimed to enable the students with different achievement levels to work together. Lastly, each student got the results according to their contribution or role in the group, and the teacher gave the reward to the students based on their achievements at the end of the class.

(2) *Yes, the teacher should give the students' reward. Hmmm... Because the aim to give them enthusiasm and motivation is to give them a sense of appreciation both from the hard work of individuals and after they work together in groups. (RN, Interview, Sept 14th, 2020).*

2. STAD as a Technique to teach Speaking

STAD technique had positive effects on teaching speaking. This technique had many benefits to facilitate the delivery of the materials of teaching speaking. Through STAD, the teacher could develop the students' contributions in learning, motivating students, and improving students' speaking skills.

Firstly, STAD developed the students' contributions to learning. It provided the students with a means of discussion to support students to be more cooperative in the learning process. Therefore, using this technique, the students became active in sharing and discussing with their group members about the information or problems that must be resolved. This technique provided the students with the opportunities to work together in a group. The students could exchange ideas and help each other to achieve their learning goals. Teacher RN stated:

(3) *STAD provides opportunities for students to be more active in class. It's useful to explore themselves and then share with friends in the same group for discussion. (RN, Interview, Sept 14th, 2020).*

Secondly, STAD motivated the students of a good group. According to Teacher RN, STAD enhanced the students' learning motivation as stated below.

(4) *STAD motivates students in learning and also makes students more confident about performing in class. (RN, Interview, Sept 14th, 2020).*

Working together in groups could motivate the students with the enthusiasm of another student. By working in groups with good cooperation, the students were motivated to succeed in class. They learned a lot from the experiences working in a group with other members, and it gave them new things that they didn't know before, permitting them to maximize their efforts in learning. In addition to prioritizing group cooperation between students, this technique enabled the teacher to reward the students with positive learning outcomes. It could be done to appreciate their efforts for the hard work in learning as stated below.

(5) *Reward... is given to increase their motivation to know better than before. (RN, Interview, Sept 14th, 2020).*

Moreover, the researcher also found that using STAD the students improved their speaking achievement. It was proven by the improved speaking score of 9 students from 36 students (4%). Lastly, STAD improved the students' individual and group skills. The interview results indicated that the teacher was aware of the students' skills improvement when using STAD. Here, the skill improvement was divided into individual skills and group skills. Teacher RN claimed:

(6) For individual skills, students can prepare the materials that will be presented by themselves, and at the same time, they do sharpen their speaking skills while presenting their materials. (RN, Interview, Sept 14th, 2020).

This technique encouraged the students to prepare their materials and to do a presentation using English. The students prepared the material based on the topics given by the teacher. During the presentation, the students had many opportunities to practice their speaking skills for instance, in delivering material, answering questions, and exchanging opinions with students and teachers. It was evident that the students improved their speaking scores in 4% of students. Besides, this technique also improved the student group skills or social skills as stated by Teacher RN below.

(7) And for group skills, they will learn to accept other people's opinions and work in groups. (RN, Interview, Sept 14th, 2020).

The group skills here were shown through the practice of students in socializing with friends in groups with different characters, traits, and abilities. The students learned to integrate their opinions and to restrain their respective egos from achieving learning goals in their group.

3. The Difficulties of Using STAD in Teaching Speaking

Some difficulties in using STAD as a teaching technique lied in its processes, such as difficulties in managing time, managing class, and lack of speaking skills. When implementing STAD, one of the constraints concerning the difficulties in managing time. With limited learning time at school, the teacher found it difficult to allocate time to group the students and to give the tests at the end of lessons. Some students did not agree with groups arranged by the teacher, thus, the group rearrangement spent extra time. As stated below.

(8) You must pay attention to present the material and give the individual tests or quizzes. Meanwhile, forming groups and arranging classes according to existing groups can also take time. (RN, Interview, Oct 1st, 2020).

To support STAD as a speaking teaching technique, good classroom management would be of great help. It was found out that managing class was one of the difficulties for the teacher to implement STAD. Two factors influenced in applying STAD. They dealt with the teacher's role as a facilitator and a motivator. The teacher had to prepare the materials and to be ready if some students asked questions about the lesson that they considered not clear during the teaching and learning process as stated by Teacher RN below.

(9) *The teacher becomes a facilitator. Here, the teacher must facilitate students in terms of material were before giving assignments or directing students. The teacher must explain the material to be discussed, and she must be prepared with all the circumstances that will occur in the classroom. (RN, Interview, Oct 1st, 2020).*

Besides, the teachers facilitated the students with the academic knowledge and supported the students with the tools that might help students perform their best in class as claimed by Teacher RN in (10). Because the number of items available at school is not proportional to the number of students, the students had to take turns using them. Moreover, if the item was damaged, the availability of the items automatically decreased and made it difficult for students to use it

(10) *The teacher also facilitates students with the tools available at schools such as projectors, boards, speakers, and others that will be used by students when presenting their material. It can also be a problem when the tools needed are not available. For example, when the projector is damaged or in use. (RN, Interview, Oct 1st, 2020).*

Moreover, as a motivator, the teacher also got difficulty in using STAD. In the learning process, not all students were interested in learning English. Still, it was the teacher's job to motivate them to continue exploring their potential. The process was not easy because each student had different characters and abilities.

(11) *Teachers become motivators for students. Here, in learning, it is indeed the task of motivating and evaluating students, but not all students can be motivated and evaluated. Some students are difficult to motivate because of their lack of interest in learning. (RN, Interview, Oct 1st, 2020).*

Lastly, STAD could be a fun technique for teaching speaking if the students had good speaking skills. Due to students' poor ability in using English for communication in class, the teacher got difficulty teaching speaking using STAD.

(27) *Because many students are still unable to speak in English, due to a lack of speaking skills... (RN, Interview, Oct 1st, 2020).*

Therefore, the teaching and learning process of speaking became ineffective because of the lack of reciprocity between one another. It meant that not all students could understand and respond to the teacher when explaining the material in English and presenting the materials. Besides, the lack of confidence also influenced the students to use English. The students were ashamed when they made mistakes and preferred remaining silent. It is not uncommon for them to have good English skills, only lacking the confidence to perform.

(28) *Some of them also lack interest in learning English and are ashamed and not confident when speaking in English. (RN, Interview, Oct 1st, 2020).*

In reference to Shaaban and Ghaith cited in Yusuf, Natsir, & Hanum (2015), it was discovered that while using the STAD technique, the teacher did not conduct one process and modified others. STAD is used interchangeably with other techniques according to the

needs of the material taught throughout the teacher's career in school, for approximately 10 years. However, based on observations, the procedures used were sufficient to prevent stronger students with higher achievement from dominating weaker students with lower achievement.

Moreover, quizzes and rewards had an impact on student achievement. This can assist teachers in determining individual student performance in the classroom, as well as inspiring students to enhance their learning achievement. The researcher believed it would be preferable for students with high achievement to get rewards comparable with their efforts. According to Jamaluding and Mokhtar as cited in Ibrahim & Adnan (2019) claim, the "STAD technique improved students' achievement tests, as well as their attitude and teamwork. Students were found to be more focused and motivated as their roles in groups were recognized by peers.

Furthermore, with the procedure that has been modified by the teacher, it was found that it can help the teacher in teaching in the classroom. Using STAD, students can contribute more actively in the class, motivate and improve students' speaking skills. Gross cited in Yusuf, Natsir, and Hanum (2015, p.101) stated, "STAD is a technique in the teaching-learning process that is effective to increase the student's motivation and enthusiasm, and it can develop their responsibility in their group. In addition, Wiraningsih and Budi as cited in Ibrahim and Adnan (2019) claim, "STAD helps students to speak confidently. It facilitates students' learning as they can discuss and collaborate with peers in groups, improving their communication skills which in turn leads to meaningful learning. Wardani and Hermawati cited in Ibrahim and Adnan (2019) state, "STAD greatly improved students' communication skills through peer support when they have difficulties and problems in learning English."

Nonetheless, in teaching speaking by using STAD the teacher faced several difficulties, namely, managing time, managing class, and lack of speaking skills. Hence. The finding revealed the fact that there is a need for students, teachers, and the learning environment to work together to make a new activity in learning the English language to overcome the difficulties in the future.

CONCLUSION AND SUGGESTION

The STAD technique was found out quite effective to teach students English. There were at least three favorable impacts on the teaching of speaking. Firstly, STAD made the students more active in class, enabling the students to make contributions to their studies. Secondly, the STAD could motivate and help the students develop their skills, including both social and individual abilities. Finally, the STAD was challenging in time management, class management, and poor speaking ability. In conclusion, the STAD technique favorably affected the students' speaking abilities for the teacher. In using the STAD, the teacher needs to focus on the elements that contribute to problems in teaching speaking.

It is suggested that English teachers at SMAN 10 Pontianak as well as other teachers use STAD as an alternative technique to teach speaking. The teachers need to create a learning environment, especially in improving speaking skills for the students, with good arrangement about time and good class management. Furthermore, students are

encouraged to contribute appropriately to the learning process by using STAD. It is beneficial for language development, particularly in terms of speech output. Additionally, students are expected to collaborate with the teacher throughout the process to ensure that the use of this technique proceeds well. Then, other researchers are suggested to conduct further research related to the finding of this research.

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