

THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT DIVISION AND PICTURE SERIES ON IMPROVING THE SPEAKING SKILL OF THE 3RD GRADE STUDENTS OF CIPTA DHARMA ELEMENTARY SCHOOL IN ACADEMIC YEAR 2016/2017

¹⁾, Nengah Dwi Handayani, ²⁾Dewa Gede Agung Gana Kumara
Mahasaraswati Denpasar University

ABSTRACT

Speaking is one of language skills that should be improved by students. In order to improve the skill, teacher should be careful in choosing techniques and media used for teaching. The aim of this research was to find out whether or not the Speaking Skill of the 3rd grade students of Cipta Dharma Elementary School could be improved through Student Team Achievement Division (STAD) and Picture Series in Academic Year 2016/2017. This Research used a Classroom Action Research with the total 36 students taken as subject. The result was, in Pre Cycle 52.78% (19 students); in Cycle 1 69.44% (25 students); and in Cycle 2 88.89% (32 students) reached the minimum completeness learning mastery. Based on the result, it could be concluded that the subject's Speaking Skill could be improved the implementation of STAD and Picture Series.

Keywords: *Speaking skill, STAD, Picture series*

INTRODUCTION

One of the four main skills in English is Speaking Skill. Pollard (2008) states that speaking is one of the most difficult aspects for students to master. Speaking skills is one aspect that is quite difficult to master because it is associated with several elements of language that must be mastered namely grammar, vocabulary, pronunciation and fluency.

English is currently defined as one of the local content subjects taught in schools. Harmer (2007) states good speaking activities should be extremely engaging for the students. It implies that students should be fully engaged in teaching and learning activities that are associated with the improvement of speaking skills. It will also directly challenge teachers to create an interesting and interactive learning process.

One of the techniques that can be used in speaking skill learning is the Student Team Achievement Division (STAD). STAD is one type of cooperative learning (cooperative learning). This STAD is applied by dividing the pupils into groups. What is characteristic of the STAD is that group divisions are based on student achievement in the class itself.

Besides designing interesting and interactive learning, teachers are also required to be creative and innovative in developing learning media. One of the media that can be used in teaching speech skills is the series image (Picture Series). A series image is a series of related images and forms a story or a cascading explanation.

Based on the initial observations that have been done at Cipta Dharma Denpasar Primary School, it was found that

the students, especially the 3rd grade, experienced the same thing in expressing something in English. Teachers have been trying to apply some learning techniques and approaches, but speaking skills of grade 3 students of Cipta Dharma Elementary School were still under minimal mastery criteria.

Based on the problems that occur above, Researchers are highly interested in conducting a study on speaking skill. Therefore this research will focus on Implementation of Student Team Achievement Division and Picture Series as an effort to improve English Speaking Skills of the 3rd Grade Students of CiptaDharma Elementary School. The purpose of this research are:

1) to know whether or not English Speaking Skills of Grade 3 students of SD CiptaCharma is enhanced by the application of STAD and Picture Series.

2) to know the response of 3rd Grade Students of SD Cipta Dharma Denpasar towards the application of STAD and Picture Series in an effort to improve English Speaking Skills.

REVIEW OF LITERATURE

Speaking Skills is one of the most important skills. These skills must always be owned by every student. Thornbury (2005) states that speaking is so much a part of daily life that people take for granted. English speaking skills is very important in supporting his life. Besides because English is one of the subjects required in the curriculum, English is also a very useful international language.

Richards (2008) argues that speaking in one of the central elements of communication. Speech skills are also very great in student communication

especially in English language development. Student Speaking Skills can be assessed by rubric assessment. One of them is the rubric of assessment based on Brown (2004) consisting of one to five criteria. Aspects used in this study are three aspects of Comprehension, Fluency, and Grammar.

Student Team Achievement Division (STAD) is one type of cooperative learning. Based on a statement from Jolliffe (2007) states that cooperative learning requires pupils to work together in small groups to improve their own learning. This indicates that students will find it easier to improve their language skills if they learn in groups. One type of cooperative learning is STAD. This type emphasizes the activities of students who are directed to work in groups.

Picture series is a sequence of interlocked images. This image consists of several images that can be arranged in sequence. With a glowing image the students will be more interested in learning. Besides, they will be easier to understand the concepts and context in the picture beseri.

RESEARCH METHOD

This research used a classroom action reasearch. Norton (2009) states that action research changed matters to improve student's learning. By aiming to evaluate the learning outcomes of a teacher both teachers can carry out an action research in the form of classroom action research. Ary et al. (2010) states "classroom action research is a research which involves teachers in their classroom; (Involves group of teachers examining common issues) In this

research the Researcher with the teacher applied STAD and Picture Series in Teaching Speaking.

Initial Reflection in the form of pre test aimed to determine the initial ability of research subjects in speaking skills. This study was designed using two cycles. Each cycle consists of two sessions. At each end of the cycle is done 1 time post test.

Initial Reflection in the form of pre test aims to determine the initial ability of research subjects in speaking skills. This study was designed using two cycles. Each cycle consists of two sessions. At each end of the cycle is done 1 time post test.

The subject of this research was the third grade students of Cipta Dharma Primary School which consisted of 36 students.

The procedures of this study included Initial Reflection (IR), Planning (P), Actions (A), Observation (O), Reflection (R) and Revised Planning (RP) performed in cycle form. IR was conducted in the form of a preliminary test that aimed to determine the initial ability of research subjects. P was a plan that was contained in the form of RPP based on the needs of research. A was the action of this study which consisted of the steps of learning. After doing the action, proceed with observing (O) and reflecting (R) by doing post test. After comparing the results of pre test and post test 1, it continued by a revision or improvement of planning the implementation of the next lesson. The data collected were then analyzed using: The result of the average score of ability to compile RPP was calculated by

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

While the data from the results of the questionnaire were analyzed using the following formula:

$$\frac{\text{Total bobot dari masing – masing opsi}}{\text{total skor semua opsi}} \times 100\%$$

FINDING AND DISCUSSION

The Result of this research showed the mean score of pre test, post test 1 and post test 2 were 67.03, 77.67, 82.36. And the result of the questionnaire showed 85.62% strongly agreed, 10.99% agreed, 03.16% neither, and 00.23% disagreed with the implementation of STAD and Picture Series in learning Speaking.

Based on the result above from pre cycle, cycle I and cycle II it showed that speaking skill of students had been improved. This showed that STAD and Picture Series were able to improve students' speaking skills. Besides the subject under study also gave a positive response on the implementation of STAD and Picture Series that could be concluded based on the result of the questionnaire.

CONCLUSION

Based on the result above, it could be concluded that:

1. The Speaking Skill of the 3rd grade students of Cipta Dharma Elementary School could be improved through the implementation of STAD and Picture Series in academic year 2016/2017.
2. The subject under study gave a positive response on the implementation of STAD and Picture Series in improving Speaking Skill

REFERENCES

- Ary, D. Jacobs, L. C. Sorensen, S., and Razavieh, A. (2010). Introduction to Research in Education (8th ed.). California: Wadsworth
- Brown, H. D. (2004). Language Assessment. New York, USA: Longman
- Harmer, J. (2007) How to Teach English: New Edition. Cambridge, UK: Longman
- Jolliffe, W. (2007). Cooperative Learning in the Classroom. London: Paul Chapman Publishing
- Norton, L.S. 2011. Action Research in Teaching and Learning. Oxford: Routledge.
- Pollard, L. (2008). Teaching English: A Book to Help You through Your First Two Years in Teaching
- Richards, J. C. (2008). Teaching Listening and Speaking. New York, USA: Cambridge University Press
- Thornbury, S. (2005). How to Teach Speaking. Cambridge, USA: Longman