

**THE USE OF COOPERATIVE LEARNING STAD
TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS
GRADE XI IN SMK N 1 DEPOK IN THE ACADEMIC YEAR OF 2013/2014**

E-Journal

Submitted as Partial Fulfillment of the Requirements
to Obtain a *Sarjana Pendidikan* Degree in English Language Education



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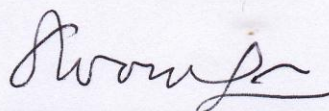
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The Use of Cooperative Learning STAD to improve Speaking Skills of Accounting Program Students Grade XI in SMK N 1 Depok in The Academic Year of 2013/2014

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Abstract: This action research study aimed to improve the speaking skills of grade XI Accounting Program students in SMK N 1 Depok, in the academic year of 2013/2014 through the use of cooperative learning STAD. This collaborative action research study involved 32 students of class XI AK 1, the English teacher, and the collaborator from the English Education department, Yogyakarta State University. This study was conducted in SMK N 1 Depok in three cycles and each cycle was held for two meetings for regular lessons and a meeting for a quiz in each cycle. The research procedure consisted of reconnaissance, planning, action and observation, and reflection. The data obtained during the research consisted of qualitative data and quantitative data. The qualitative data were obtained from observations and interviews while the quantitative data were gained from tests. The qualitative data were analyzed by condensing data, displaying data, and drawing conclusion. The mean scores of the tests were gained as the result of the quantitative data analysis. The validity of the research data was democratic, outcome, process, catalytic, and dialogic validity. The results of the study showed that the use of cooperative learning STAD improved the students' speaking skills. The students showed improvement in some aspects such as pronunciation, vocabulary mastery and confidence. The components of STAD contributed to promote students' participation in the classroom, and in small groups.

Keywords: cooperative learning STAD, improving speaking skills

Abstrak

Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk meningkatkan keterampilan berbicara siswa kelas XI jurusan Akuntansi SMKN 1 Depok pada tahun ajaran 2013/2014 dengan menggunakan pembelajaran kooperatif STAD. Penelitian ini bersifat kolaboratif yang melibatkan 32 siswa kelas AK 1, guru bahasa Inggris, dan kolaborator dari jurusan bahasa Inggris UNY. Penelitian ini dilaksanakan di SMKN 1 Depok. Penelitian ini dilaksanakan dalam 3 siklus yang terdiri dari 2 pertemuan untuk pembelajaran dan 1 pertemuan untuk kuis di setiap siklus. Prosedur penelitian terdiri dari pencarian masalah, perencanaan, tindakan dan observasi, dan refleksi. Data yang dikumpulkan merupakan data kualitatif dan kuantitatif. Data kualitatif didapatkan dari observasi dan wawancara sedangkan data kuantitatif didapatkan dari tes. Data kualitatif dianalisa melalui meringkas data, memperlihatkan data, dan membuat kesimpulan. Nilai rata-rata tes didapatkan sebagai data kuantitatif. Hasil penelitian menunjukkan bahwa penggunaan pembelajaran kooperatif STAD meningkatkan keterampilan berbicara siswa. Siswa-siswa menunjukkan peningkatan di beberapa aspek seperti pengucapan, penguasaan perbendaharaan kata, dan kepercayaan diri. Komponen-komponen STAD

berkontribusi dalam meningkatkan partisipasi siswa dalam kelas dan kelompok kecil.

Kata Kunci: pembelajaran kooperatif STAD, meningkatkan kerampilan berbicara

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Introduction

In Indonesia, vocational education is known as a secondary program of education, i.e. Sekolah Menengah Kejuruan (SMK), which focuses on preparing learners for careers that are based on practical activities or occupation. As stated in *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) 22*, in SMK, English is an adaptive subject which is designed to prepare the students with English spoken and written communication skills in a certain program. Furthermore, English mastery helps the students compete in the globalization era in the future. Therefore, English is important to be taught in SMK. Accordingly, the vocational English course should offer students communication skills closely related to their profession experience.

The observation conducted in SMKN 1 Depok confirmed that grade XI Accounting Program 1 students had some difficulties in learning English speaking skills. The main cause is that the students were not motivated to practice speaking in English as they were not confident enough to speak in English. They were also afraid of making mistakes while speaking in English. They had difficulties in pronouncing English words. Moreover, the provided time to practice their speaking skills was very limited.

Considering these problems, the teacher and I decided to conduct an action research study focusing on improving the students' speaking skills using STAD (Student Teams-Achievement Division).

Research Method

This research was action research in nature. Some investigations were conducted regarding the process of teaching and learning in the English classroom. This research was conducted in SMKN 1 Depok, located at Ring Road Utara, Maguwoharjo, Depok, Sleman, Yogyakarta through March-April 2014.. The participants of this research were 32 students of class XI AK 1 Accounting Program, the English teacher of class XI AK 1, and me.

In conducting this research, the action research steps were based on the action research concept proposed by Kemmis and McTaggart (1988) in Burns (1999) were used. Those steps were planning, action, observation, reflection.

This research used qualitative and quantitative data. The data were collected in every action during the research. I used several techniques in collecting the data. They were interview, observation, quizzes and tests, and documentation. The data were collected using some instruments: rubric of the students' speaking performance, observation checklist, interview guideline, and questionnaires. In

addition, a camera and an audio recorder were used to record the teaching and learning process in the classroom and the interviews. The data were in the form of field notes, interview transcripts, and students' speaking scores.

The quantitative data, the students' speaking performances, were taken using the speaking rubric. The scores were compared using Microsoft Excel program. To analyze the qualitative data, I used the actions proposed by Miles, Huberman, and Saldaña (2014), data condensation, data display, and conclusion drawing/verification. After collecting the data, I make the data stronger by selecting, focusing, simplifying, and transforming the data so that final conclusion can be drawn and verified. After that I displayed the data so that the data can be seen in an organized form. The conclusion were based on the scores of the students' speaking performance, vignettes, and interview transcripts.

Data validity was obtained by implementing democratic, outcome, process, catalytic, and dialogic validity. The reliability of the data was obtained through time, investigator and theoretical triangulation.

Research Findings

The research findings were inferred from the qualitative and the quantitative data. The qualitative data were gathered from the observation of teaching and learning process and the interview with the students and the collaborator while the quantitative data were derived from the students' speaking scores of pre-test and quizzes.

The results of the observation, the interviews and the tests showed that the use of cooperative learning STAD was effective in improving the students' speaking skills, building self-confidence, responsibilities and respect.

To support the general findings, I conducted pre-test and post-test (the last quiz). Both tests were taken from the performances of the students before and after implementing STAD in the classroom. The students' speaking scores showed the improvement the students' speaking skills. The result of the test strengthened the data derived from the qualitative data which showed that the use of cooperative learning STAD could help the students improve their speaking skills.

Conclusions

The implementation of STAD in the classroom gave positive effects on the students' speaking skills. The components of STAD (presenting the lesson, studying in groups, giving quizzes, and giving team recognition) which were each conducted in the teaching and learning process helped students study the materials, practice their speaking and improve their speaking skills. Several actions were also implemented to support the students' learning; using classroom English, providing handouts and materials relating the program study, and asking students to have dictionaries. The supporting actions also helped the students in learning speaking skills.

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