

## The Effectiveness of CLT-Based STAD to Improve Speaking Skill of Phase F Student at Islamic Senior High School 2 Surakarta

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| Received: 19/05/2024 | Revised: 07/06/2024 | Accepted: 10/06/2024 |

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### Abstract

Speaking is the skill on which students will be most evaluated in real-life situations. It's an important part of everyday interaction and more often than not, a person's first impression is based on a student's ability to express themselves fluently and understandably. This research of the objectives of this research are generally to: 1) improve the speaking skills of Phase F students through the application of the *Communicative Language Teaching (CLT) Based Student Team Achievement Division (STAD)-Type* method in *speaking learning*, 2) improve the vocabulary of Phase F students through the application of the CLT Based *STAD-Type* method in *speaking learning*, 3) increase grammar to improve speaking skills and learning achievement of Phase F students through the application of the CLT Based *STAD-Type* method in *speaking learning*. While specifically aiming to: 1) find out the results of the application of the CLT Based *STAD-Type* method in improving speaking ability of phase F students, 2) increase vocabulary of Phase F students, 3) increase grammar to improve speaking skills and learning achievement of Phase F students. Using experimental research for data collection is done through tests, observations, field notes and documentation. The subject of this study was conducted on grade XI or Phase F students in Independent Curriculum, as many as 36 students consisting of 24 female students and 12 male students. The results showed an increase ability and learning outcomes of speaking, in the initial condition the ability to speak English only 27.78% increase in cycle I to 69.4% and increased again in cycle II which was 83.3%. Similarly, the learning achievement in the initial condition of students was completed by 36.1% or 13 students from 36 students and increased in the cycle I to 63.8% or 23 students from 36 students and again increased in the cycle II to 80.56% or 29 students from 36 students. This research concluded that: 1) The application of *the CLT Based STAD-Type* method can increase to improve students' speaking skills in *speaking* lessons which are characterized by student activeness when learning *speaking* material, student awareness to memorize vocabulary to be able to express ideas to speak, students can be actively involved in speaking and answering questions in discussion and argument, 2) The application of *the CLT Based STAD-Type* method can improve the English learning achievement of Phase F students which can be seen from the test scores in the initial condition of

the learning completeness level of 36.1% with KKM 75 with an average score of 73.00 increased in the cycle II by 80.56% with an average value of 82.00.

Keywords: CLT Based STAD-Type, Islamic Senior High School, Phase F student, speaking skills.

## 1. Introduction

Teaching English includes all four language skills: listening, speaking, reading and writing. The four language skills above, learning speaking skills turned out to be less able to run as it should. One of the abilities that is crucial to teaching and learning English is speaking. Speaking is an interactive process of creating meaning that involves generating, receiving, and processing information, according to Brown (1994). The problem faced by students when learning to speak directly, children find it difficult to express what they want to express and when students have finished writing and presented to the front of the class by speaking, they will feel afraid of being told to move forward. Though children must be able to speak in English to express what they have written. So that the learning process of students becomes passive, not confident when speaking and not as expected. They are very difficult in doing tasks discussing and debating in groups. Obviously, this learning is not very effective, so other skills are needed to build students to be active to speak English so that student learning achievement increases.

According to Richard, "Speech is one of the central elements of communication in EFL (English as a foreign language) teaching; it is an aspect that needs special attention and teaching." Using English to speak is not at all simple prose because the speaker also needs to master a number of important elements such as pronunciation, grammar, vocabulary, fluency and comprehension. Oral activities are very useful in everyday life. People who want to be proficient in speaking must master a number of elements, which are that speaking and listening are two mutually supportive activities, speaking is an individual communication process, and speaking is a creative expression. Mulgrave (1954: 4) speaking is a tool that reveals almost directly to the listener whether the speaker understands or not, both the content of the conversation and the listener; whether he is calm and adaptable when communicating his ideas; and whether he is alert and enthusiastic.

Many studies have used the STAD-type method to increase the value of completeness in learning assessment or improvement of learning outcomes. In the use of research carried out by (I made Sukarta, 2020) stated that by applying the STAD Type Cooperative Learning Model, it can improve English learning outcomes in students in grade X AP 1 Semester 2 SMK Negeri 1 Mas Ubud school year 2019/2020. Then another research conducted by (Budiyono & Ngumarno, 2019) stated that the implementation of STAD (Student Team Achievement Division) had a significant increase in learning outcomes. Research conducted by (Ultaful, 2020) the use of the Student Team Achievement Division as a cooperative learning model in teaching English to SMAN 3 Pangkep students experienced an increase in English learning outcomes from cycle I to cycle II by 26%. Another researcher, namely (Murjianti et al., 2018) stated that the implementation of STAD using natural resource videos can increase student motivation with the results of the study showing an average score of 83.97%, and the percentage of minimum criteria showing 80%.

So, from some of the studies above, it can be said that the STAD method can improve learning outcomes, but in this research the researcher combines another method in the form of

*Communicative Language Teaching* (CLT) which utilizes more effective communicative methods to improve speaking skills. The main purpose of speech is to communicate. To communicate ideas effectively, the speaker must understand everything he wants to communicate. He must be able to assess the impact of communication on his audience and know the principles of all speech situations, both generally and individually.

Based on the above information, it can be concluded that the ability to speak is the process of expressing and conveying thoughts, ideas and feelings, which requires language skills and the ability to think. Language skills can only be acquired and mastered through practice and lots of practice. Therefore, after training and exercising, a test should be taken to find out how long the results have been achieved.

The visible conditions are happened in Phase F: 1) *student activeness in attending speaking lessons by 33.33% or a total of 12 out of 36 students*, 2) *the ability to speak in English 27.78% or a total of 10 out of 36 students*, 3) *student involvement in attending speaking lessons 36.11% or a number of 13 out of 36 students*. While the ability to speak students in the initial condition using English is still a little range of 33.33% or as many as 12 students and students who have not dared to come forward 69.44% or a number of 25 out of 36 students and the lack of ability to speak in English is very much. The results of observations, it can be seen that the average ability to speak in English is still lacking, not confident, and the average score of students has not met the criteria for completeness, so there is a need for skills to speak. So, speaking practice is still needed to improve the learning achievement of Phase F students.

To carry out speaking learning, it should be noted that speaking learning must be linked to learning other skills. Cooperative learning is a group of instructional strategies in which students work cooperatively to achieve a common goal (Eggen and Kauchak, 1996: 279). Efforts to improve the quality of interesting and appropriate learning that can assist teachers and students in achieving learning goals with the hope of increasing student's speaking. One form of learning that follows a constructivist approach is cooperative learning Group Type Student Achievement Team STAD (Student Team Achievement Division) is based on CLT (Communicative Language Teaching). STAD-style collaborative learning based on CLT is characterized by a collaborative structure across tasks, goals, and rewards with a priority given to suggestive language.

The researcher conducted experimental research to determine the effectiveness of the STAD cooperative learning model based on CLT in enhancing speaking technique in teaching speaking. In experimental research, there are two tests, a pre-test and a post-test. The researcher will use the CLT-based STAD cooperative learning model to teach speaking. All of the students work together in situations of cooperative learning spirit such as requiring cooperation to achieve goals together and coordinating their efforts to complete assignments and students to communicate in the target language. According to Vygotsky, the main implications of learning require a cooperative classroom setting, with students interacting and coming up with effective problem-solving strategies in each of their immediate developmental zones. In addition, *CLT-based STAD* type cooperative learning can help students understand the concepts of English as a difficult target language as well as grow the ability to cooperate, think critically and develop students' social attitudes. Cooperative learning has a positive impact on low-achieving students, because low-performing students can improve their motivation, learning performance, and retain the subject for a longer period of time. In *CLT-based STAD* type cooperative learning can provide

a fun, exciting learning experience and develop students' potential and prioritize the target language as the main goal.

For cooperative learning to go well, students are first trained in cooperation skills before learning. This is done so that students already have the necessary skills for a particular unit of study. Collaboration skills are practiced such as asking questions, responding to questions/answers, communicating ideas/opinions, actively listening, focusing on a task, etc. The *CLT-based STAD cooperative* learning model is a practical classroom technique that *teachers can* use to help their students learn to speak and match the target language. Using the right method can be used as a first step in learning to speak with the aim of improving speaking skills and English learning achievement.

Seeing the passive ability to speak English students, the right method is needed to improve learning, namely by using the *CLT-based STAD cooperative* learning model. The *CLT-based STAD* method is one of the learning models developed based on social psychological theory. In this theory the synergy that appears in cooperative work generates more motivation than individualistic in a competitive environment. Cooperative work increases positive feelings of one another, reduces isolation and solitude, builds relationships and provides a positive outlook on others. Slavin (Nur, 2000: 26) states that in STAD, students are placed in study teams of 4-5 members, which are mixed according to achievement level, gender and ethnic background. STAD-type cooperative learning goes through five phases in the learning process, which include: 1) material presentation phase, 2) group activity phase, 3) individual test phases, 4) individual development point calculation phase. and 5) group reward distribution phase. (Slavin, 1995: 58). This *CLT-based STAD* model has several advantages, including being based on the principle that Students work together to learn and take responsibility for their peers' learning in teams and also themselves, as well as group awards that can encourage students to be compact, each student gets the same opportunity to support his team to get maximum grades so that they are motivated to learn so that students can use the target language appropriately. Klapper (2003) points out that because CLT does not have a carefully defined classroom technique, compared to some other methods it can be combined with the *STAD (Student Teams Achievement Division) Method*. The *CLT-based STAD* model has two impacts at once on students, namely instructional impact and participation impact. The instructional impact is mastery of concepts and skills, positive dependence, group processing, and togetherness. The impact of participation is social sensitivity, tolerance of differences, and awareness of differences. The weakness that may arise from the application of this *the CLT-based STAD* method is the extension of time because most likely each group has not been able to complete the task according to the specified time until each group member understands their competence.

A learning model is a plan or model used as a guide in planning classroom instruction or curriculum learning and for determining teaching aids such as books, films, computers, curricula, etc. (Joyce, 1992: 4). In addition, Joyce states that the purpose of any learning model is to help students so that learning goals are achieved.

## 2. Method

### 2.1 Procedure

The subjects of this research were all F-phase students in MAN 2 Surakarta in the academic year 2023/2024. At the beginning of the 2022-2023 learning year, the government implemented a new curriculum, namely the Independent Curriculum, where the grade level is changed into phases according to the learning structure, which is divided into 6 phases, namely A, B, C, D, E and F. Where classes XI and XII are changed to Phase F. The term Phase refers to the learning stages that students go through based on the grade level.

The population is made up of one class, the scientific class. This course is an experimental course that includes treatment using a pretest and posttest. That class had 36 students. The author uses pre- and post-tests to collect data.

This research used a speaking test to determine student achievement on the speaking test. The researchers did a speaking test that was done twice, there was a pre-test and a post-test. Researchers limit the test to analytical texts: argumentative texts. The purpose of this test is to find out how effective the child's speech is. This test measures students' ability to talk about analytical texts: argumentation. There are 5 phases of STAD in implementation:

1. phase: communicate goals and motivate students.
2. phase: present/transmit information
3. phase: organize students into study groups
4. phase: monitor work and study group
5. phase: evaluation and awards

And adjustment of CLT teaching principles (Diane Larsen-Freeman & Anderson, 2011):

- 1) The purpose of teachers using the Communicative Language Teaching Method.
- 2) The characteristics of teaching and learning.
- 3) Nature of communication between student and teacher.
- 4) Treatment of students' feelings and emotions.
- 5) A view of language and culture.
- 6) Field emphasis and language skills.
- 7) The role of the student's mother tongue.
- 8) Learning outcome evaluation strategies.
- 9) Teacher treatment of student errors.
- 10) The role of teachers and students.

### 2.2 Treatment

The treatment in the form of teaching was applied to all group research subjects. The instructions for speaking are:

1) *Phase of introduction of materials*, where the teacher begins with which indicators must be achieved that day and encourages the students' desire to study the material, in this study, the material is about *the advantages of bilingual education and the contradictions of using uniforms in schools*.

Continually provides observations designed to remind students of material learned so that students can relate the material presented to existing knowledge. Regarding the presentation technique of the subject, it can be done classically or audio visually. The length of the presentation and the number of times it is presented depends on the complexity of the processed material.

During the creation of instructional materials, it is crucial to concentrate on a) the group learning approach, b) emphasize the importance of understanding meaning, and provide frequent feedback. c) students should provide comments consistently and check the student's understanding, d) explain why the answer to the question is correct or incorrect, and e) move on to the next topic when the student has understood the problem.

2) *Group work stage*, at this stage, each student is given an exercise as learning material. When working in groups, students share homework, after identifying problems and providing solutions for the group, gather a sheet of paper and present it to the class.

3) *The Stage of the individual test*, the purpose of which is to find out to what extent learning success has been achieved, is carried out on the basis of individually processed material. In this study, at the end of the second and third meeting, individual tests were carried out, each of which lasted 10 minutes, so that students could demonstrate what they had learned in individual work in group work. The points collected by the person are saved and archived, which are used in the calculation of group points.

4) *The Individual Development Score Calculation Stage* which is calculated from the original score, is based on the evaluation value of the pretest results of this study. The pre-test was given to the research subject groups based on original score; each student has an equal chance to give the maximum points to his group based on the test results obtained. The individual performance development assessment is designed to motivate students to perform at their highest level based on their abilities. This also applies to the next post-test to see changes in the effectiveness of the *CLT-based STAD* cooperative learning method. The posttest was administered at the final meeting. The last two meetings are organized into a single lesson plan.

5) *Group Awarding Stage*, the award is given based on the average score, which is classified into good group, excellent group and super group. Good groups are those with an average score of 15 points, good groups have an overall score range of 20 points or good group (the inverse), and super groups usually have scores of 25 and above.

### 3. Results and Discussion

#### 3.1 Result

The aim of the research is to describe the effectiveness of speaking skills using the CLT-based STAD cooperative learning method. The researcher chose one class as a sample study. The class is F stage science with 36 students as an experimental class. The researcher did a pre-test before the treatment to find out the speaking ability. The researcher administered the treatment and the follow-up test. The pretest and posttest results were compared with a T-test. Then the description of the data can be seen as follows: **T-Test Data on the students' speaking by using the CLT-based STAD cooperative learning method.**

Experimental class is a class taught by the *CLT-based STAD* cooperative learning method in teaching speaking skill. There are 36 students in the experimental class Pretest data of students taught by the *CLT-based STAD* cooperative learning method showed that the score was 73 up to 82. Based on the pre-test score data in the experimental class, the researcher found that the average score for speaking is 74.00 with a standard deviation of 1.12122, vocabulary is 72.9 with a standard deviation of 1.83528 and the grammar is 73.5 with a standard deviation of 1.20581.

While in the post-test, the mean score was 82.1 with a standard deviation of 1.62398, vocabulary was 82.5 with a standard deviation of 1.31987 and grammar was 81.9 with a standard deviation of .84092. The researcher presents the experimental class statistical sample table below:

Tabel 1

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Speaking Pre-test	74.0000	36	1.12122	.18687
	Speaking Post-test	82.1389	36	1.62398	.27066
Pair 2	Vocab Pre-test	72.9444	36	1.83528	.30588
	Vocab Post-test	82.5278	36	1.31987	.21998
Pair 3	Grammer Pre-test	73.5556	36	1.20581	.20097
	Grammer Post-test	81.9167	36	.84092	.14015

Table 2

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Speaking Pre-test & Speaking Post-test	36	.832	<,.001
Pair 2	Vocab Pre-test & Vocab Post-test	36	.614	<,.001
Pair 3	Grammer Pre-test & Grammer Post-test	36	.498	.002

Based on the above data, Sig is 0.001 because a Sig score < 0.05 means that there is a significant correlation between variable X and variable Y.

Table 3

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Speaking Pre-test - Speaking Post-test	-8.13889	.93052	.15509	-8.45373	-7.82405	-52.479	35	<.001
Pair 2	Vocab Pre-test - Vocab Post-test	-9.58333	1.46141	.24357	-10.07780	-9.08886	-39.346	35	<.001
Pair 3	Grammer Pre-test - Grammer Post-test	-8.36111	1.07312	.17885	-8.72420	-7.99802	-46.748	35	<.001

Sig (2-tailed) score is known as 0.000. Because the Sig (2-tailed) score < 0.05, it means that there is a significant effect or improvement between variable X and variable Y. It can be said that after the treatment, the students have a better score than before the students give the treatment. The result of the data analysis confirmed the students' score of Speaking Analytical text by using the *CLT-based STAD* cooperative learning method teaching is better.

Table 4

**Paired Samples Effect Sizes**

Pair	Variable	Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pair 1	Speaking Pre-test - Speaking Post-test	Cohen's d	.93052	-8.747	-10.808
		Hedges' correction	.94064	-8.652	-10.692
Pair 2	Vocab Pre-test - Vocab Post-test	Cohen's d	1.46141	-6.558	-8.118
		Hedges' correction	1.47730	-6.487	-8.030
Pair 3	Grammer Pre-test - Grammer Post-test	Cohen's d	1.07312	-7.791	-9.634
		Hedges' correction	1.08479	-7.708	-9.530

a. The denominator used in estimating the effect sizes.  
 Cohen's d uses the sample standard deviation of the mean difference.  
 Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

### 3.2 Discussion

In this inquire about, the analyst chosen to utilize verbal introduction procedure to move forward students' talking capacity and paper sheet. This inquiries about conducted in two cycles. Within the to begin with cycle as the pre-test, the analyst begun the educating and learning handle by appearing a few contents contain current issues in arrange to fortify the understudies. Students share their opinions in their discussions and answer questions on a piece of paper. Then, the children present their opinions on the chosen topic to the class. In the second cycle, as a post-test, the researcher attempted to engage students' understanding by re-explaining the instructions. Then, the researcher conducted a question-and-answer session in the group discussion to help students practice speaking English and share ideas before presenting. The research found, that it showed a satisfactory improvement in student behavior from the first term to the second term. In a group setting or in front of the class, students can share their thoughts and ideas. Additionally, students' individual scores improved from one cycle to the next.

Table 5

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
X1	36	72.00	76.00	74.0000	1.12122
Y1	36	80.00	85.00	82.1389	1.62398
X2	36	70.00	76.00	72.9444	1.83528
Y2	36	81.00	87.00	82.5278	1.31987
X3	36	72.00	75.00	73.5556	1.20581
Y3	36	81.00	85.00	81.7222	.88192
Valid N (listwise)	36				

The researcher determined the average score and assessed the content for any progress made in the research. The average score of the students increased from 73.00 in the first term to 82.00 in the second term.





In addition, the students' individual scores achieved good results from cycle 1 to term 2. In the first cycle, only 36.1% with KKM 75 with an average score of 73.00 increased in the second cycle. is 80.56% with a mean value of 82.00. Based on the pre-test score data in the experimental class, the researcher found that the average pre-test score in speaking was 73, vocabulary was 72.9, and grammar was 73.5. On the posttest, the average score was 82.1, vocabulary was 82.5, and grammar was 81.9. You can say that students perform better. Data analysis results have demonstrated that the speaking scores of students using the CLT-based STAD learning method are better.

Therefore, it can be summarized that the speaking ability of Stage F students of MAN 2 Surakarta school year 2023/2024 has been improved through the use of CLT-based STAD collaborative learning method. Speaking in front of the class can enhance students' speaking abilities and as a result use English more effectively. Implementing the STAD collaborative learning method based on CLT helps students practice their speaking skills in both vocabulary and grammar, increasing their confidence when presenting ideas in front of a crowd. He develops the ability to communicate his viewpoint in group discussions and exhibits a keen interest in education and instruction.

#### **4. Conclusion**

In relation to the discussion in this research, the researcher stated that students' speaking skills improved through the CLT-based STAD cooperative learning method. This method positively involved the interest of students in teaching and learning. Adopting the CLT-based STAD cooperative learning method helped students practice their speaking skills, vocabulary, grammar, and improve students' speaking confidence when they spoke in front of their classmates.

This method also encourages students to express their ideas confidently. Students learn to work in groups, share their own ideas on certain issues, and respect the different arguments of their classmates. CLT-based STAD collaborative learning method can be applied as a teaching method in speaking class, because the main goal of this method is to improve students' skills in public speaking and practice speaking skills. This conclusion was proven by students' pre- and post-test results as well as observation results.

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