

ABSTRACT

THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE IN SPEAKING CLASS AT THE TENTH GRADE STUDENTS OF SMA NEGERI 14 BANDAR LAMPUNG

(A Self Reflective Teaching)

By

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Speaking is a part of communication. Speaking has an important role in daily life, because by mastering it, people not only can carry out conversations with others, give the ideas and exchange the information with others but also maintain the social relationship. There are so many factors influence students' achievement in speaking skill. One of them is the way or technique that is used by teacher. The aims of this research were: 1) to analyze the implementation of Student Team Achievement Divisions (STAD) technique in speaking class, 2) to find out the students' opinions toward the implementation of STAD in speaking class and 3) to find out the problems students encountered in speaking class through that technique.

This was qualitative descriptive research which used self reflective teaching paradigm. The research was conducted at SMA N 14 Bandar Lampung. The researcher used only one class at the tenth grade in academic year of 2012/2013 which was X.4 as the subject of this research. This research went on from 7th to 17th of May 2013. In order to gain the data, the researcher taught the students speaking through STAD technique that had been observed by the English teacher, distributed questionnaire to the students and conducted the students' interview.

The result of this research showed that the teacher had employed almost all component of STAD in speaking class successfully. Moreover, from the result of questionnaire, it was known that most of students gave positive responses in implementing STAD technique. The last, from the result of interview, there were some problems encountered by half of students especially in terms of vocabulary and comprehensibility. In short, it could be concluded that STAD technique became one of appropriate techniques in teaching speaking since this technique could make an active speaking class interaction, maximize the students' role and involvement in teaching learning process and minimize the teacher's talk time.