THE EFFECT OF STUDENT TEAMS-ACHIEVEMENT DIVISION (STAD) TECHNIQUE TOWARD STUDENTS' SPEAKING SKILL AND CLASS PARTICIPATION

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ABSTRACT

This quasi-experimental research was aimed to find out the effect of STAD technique toward students' speaking skill and class participation at grade XI of SMAN 5 Kota Bengkulu in academic year of 2011/2012. The population of this research was the students at grade XI of SMAN 5 Kota Bengkulu in academic year of 2010/2011 that consisted of 168 students. The sample of this research was IPA 4 which comprised 27 students and IPA 5 which comprised 27 students and the two classes were cluster randomly selected as a research sample. The data were collected through speaking test and observation sheet of class participation. The data were then analyzed by using t-test and analysis of variances. The findings of this research showed that (1) the students who were taught by using STAD technique gave significant effect toward their speaking skill achievement. (2) The students who were taught by using STAD technique gave significant effect toward their class participation. (3) The students who were taught by using STAD technique gave significant effect toward students' speaking skill and class participation. Thus, it can be concluded that STAD technique gave significant effect toward students' speaking skill and class participation at grade XI of SMAN 5 Kota Bengkulu in academic year of 2011/2012.

Keywords: *STAD Technique, Speaking Skill, Class Participation*.

ABSTRAK

Penelitian semi-eksperimen ini bertujuan untuk menyelidiki pengaruh penggunaan Teknik STAD terhadap kemampuan berbicara bahasa Inggris siswa kelas XI SMAN 5 Kota serta partisipasinya dalam belajar bahasa Inggris di tahun ajaran 2011/2012. Populasi penelitian ini adalah siswa kelas XI SMAN 5 kota Bengkulu yang berjumlah 168 orang. Sampelnya adalah kelas IPA 4 dan IPA 5 yang masing-masing kelas terdiri dari 27 siswa, kedua kelas tersebut dipilih sebagai sample dengan cara acak. Data penelitian diperoleh melalui *speaking test* dan *observation sheet of class participation*. Data tersebut kemudian dianalisis dengan *t-test* dan *analysis of variances*. Hasil penelitian menunjukkan bahwa (1) Para siswa yang diajar dengan menggunakan Teknik STAD memberikan dampak positif terhadap kemampuan berbicara bahasa Inggris mereka. (2) Para siswa yang diajar dengan menggunakan Teknik STAD memberikan dampak positif terhadap partisipasi mereka di kelas bahasa Inggris. (3) Para siswa yang diajar dengan menggunakan Tekninik STAD memberikan dampak positif baik terhadap kemampuan berbicara bahasa Inggris mereka maupun partisipasinya di kelas bahasa Inggris. Jadi,

dapat disimpulkan bahwa Tekninik STAD memberikan dampak positif baik terhadap kemampuan berbicara bahasa Inggris siswa kelas XI SMAN 5 Kota Bengkulu, tahun ajaran 2011/2012 maupun partisipasinya di kelas bahasa Inggris.

Keywords: *Teknik STAD, Keterampilan Berbicara, Partisipasi Kelas.*

INTRODUCTION

Speaking is one of the important skills in English. The importance of the speaking skill is based on two considerations. The first, by mastering the speaking skill, it enables student to respond actively toward what people say. The second, student who has a good ability at speaking is usually considered as asuccessful learner in learning English because good at speaking means being able to share one's idea and opinion to listener through English. However, to speak English is not simple for the students because they have to master several important elements of speaking, such as pronunciation, grammar, vocabulary, fluency and comprehension.

Based on an interview done by the researcher with English teachers and students at SMAN 5 Kota Bengkulu on July 2011, it was found that there were some problems that the students and English teacher had. The first problem—speaking skill; students had limitation in mastering vocabulary, had also difficulty to pronounce English words, didn't feel confident to speak English in front of class or public places and they were not accustomed to working together with their partners or peers in studying English. The last, they were also still dependent learners—they need teacher's help anytime.

The second problem was students'class participation: students felt worry, nervous or shy when they wanted to participate in the classroom. There was no an equal opportunity for students to participate actively in the classroom such as there were some students eagerly volunteer answered and often dominated discussions, while others just listened, observed and daydreamed while their classmates hold forth.

Besides, there was a bad assumption among the students that as long as the assigned work was completed on time, test scores were good, and attendance was satisfactory, they shouldn't be forced to participate. Finally, there were some students who showed rude or inappropriate comments when they closed the class discussion.

Related to teachers' problems in teaching English, the reseacher found that the English teaching activity was still teacher-centered. The teacher's role was dominant in the classroom. It means that teacher did not use variation of teaching technique in his/her teaching in the class. Then, the English teacher did not give enough opportunity for students to work together in the classroom. The English materials and also the way of presenting the materials done by English teacher to the class were not too interesting yet, for instance the teacher rarely used LCD and laptop to present the material.

Sullo (2009) suggests that there is a factor which can influence the achievement of students in learning English, namely creativity of teacher.

Therefore, according to him the teachers must be creative in preparing and planning a lesson which can attract students' motivation, challenge the students, gives great opportunities to work together with their partners or peers. As the teachers, they should be aware that students' need is primarily focus for the teachers. He affirms that students will be engaged and more productive if they are given need satisfying academic activities.

There are some rationals why STAD technique should be used as group activities for teaching speaking skill:(1) STAD technique provides students with chance to ask each other for help when they have problems about something that they have learned,(2) STAD technique provides students with much more opportunity for producing comprehensible output, (3)Through STAD technique, students can be able to progress faster than they could do on their own, (4) STAD activity can give each other feedback on how well they do on the task. Then, (5) STAD technique providesan opportunity for students to form connections with each other as they work together to achieve shared goals, (6) STAD canhelp to reduce student's dependence on their teachers, by encouraging students to form support networks among themselves. Considering the problems above, the researcher is interested in doinga research by using STAD technique to find out its effect toward students' speaking skill and class participation at grade XIofSMAN 5 Kota Bengkulu.

Related to the background of the problem above, the researcher formulates the problems as follows: Does the STAD technique give significant effect on: (1) the students' speaking skill at Grade XI of SMAN 5 Kota Bengkulu? (2) the students' class participation at Grade XI of SMAN 5 Kota Bengkulu?(3) the students' speaking skill and students' class participation at Grade XI of SMAN 5 Kota Bengkulu?

In line with the research problems above, thus the purposes of the research are: to find out whether the STAD technique gives significant effect on: (1) the students' speaking skill at Grade XI of SMAN 5 Kota Bengkulu or not, (2) the students' class participation at Grade XI of SMAN 5 Kota Bengkulu or not,(3) on the students' speaking skill and students' class participation at Grade XI of SMAN 5 Kota Bengkulu or not.

Teaching Speaking

Harmer (2008) mentions several reasons for teaching speaking:(a) speaking activities provides students with rehearsal opportunities, (b) speaking tasks provide feedback for both teacher and students; how well they are doing, (c) students have opportunities to activate the various elements of language they have stored in their brains. In other words, teaching speaking gives great chance for students to improve their speaking skill and give great opportunity for teacher to see the students' strength and weakness in speaking.

As Richard (2005) mentions about the current approaches to the teaching of speaking, the teacher should reflect the following principles in teaching speaking:(a) speaking and oral interaction is seen as the basis for learning,(b) non-native usage as well as native usage both serve as models, (c) English for cross-cultural communication is a primary goal, (d) models in classroom materials are often informed by corpus analysis, (e)

functional or other types of communicative syllabus predominate, (f) both accuracy and fluency are a primary goal with a greater tolerance of errors,(g) oral proficiency is viewed as dependent upon mastery of lexical phases and conversational routines,(h) cultural awareness is addressed, (i) pair and group activities predominate in the classroom. To sum up, the demand of communicative language teaching recently, it makes the teacher to consider the above principles in teaching speaking skill.

Teaching Speaking Activities

According to Richard (1990), in teaching English, there are at least three items involved, those are activities, tasks, and learning experience selected, and how these are used and implemented in classroom. The activities can be pair wok or group work, practice with the text, free conversation, dialogue work, and pronunciation exercise.

Richard (2008) gives three types of speaking activities, they are interaction (greetings, small talk, and compliments), transaction (classroom group discussion and problem solving activities, asking someone for directions on the street, ordering food from a menu in a restaurant) and performace activities (public announcement, welcome speech, business presentation, class talk, sales presentation).

There are many speaking activities such as presentation and talk, story, joke, and anecdote, drama, role-play, simulation, discussion and debate, conversation and chat, outside-class speaking (Thornburry, 2005). In addition, Kayi (2006) and Harmer (2008) also add activities to promote speaking skill

includes, information gap, brainstorming, storytelling, interview, story completion, reporting, playing card, picture narrating, picture describing, photographic competition, students' presentation, survey and find the difference. Those activities can develop the students' creativity, imagination, self-awareness and independence in learning language.

Teaching speaking is related to teaching talk. According to Richard (2009), in teaching talk, there are at least three kind of teachings that can be used, those are teaching talk as interaction, teaching talk as transaction, and teaching talk as performance. In teaching talk as an interaction, the teacher provides naturalistic dialogue which the themes such as opening and closing conversation, making small talk, retelling personal incident and experiences, and reacting or comment to what people say.

Teacher's Role in Teaching Speaking

As the teacher, at least has eight roles (Richard, 1990), namely; monitor of students learning, motivator, organizer and controller of students behavior, provider of accurate language model, counselor and friend, need analyst, material developer, and evaluator.

However, for a speaking lessons, the roles of the teacher are:(a) organizer--getsstudents engaged and set the activity,(b) Prompter—provides students with chunks not words, (c) Observer--Analyze what causes communication breakdowns, (d) Participant--Do not monopolize or initiate the conversation,(e) Assessor--Records mental or written samples of language produced by students,(f) Feedback provider--Tellsstudents how proficient their

performance was,(g) Resource--Providesstudents with tools to improve their oral performance (Terry, 2008).

The roles of the English teacher in teaching speaking related to this research are (1) teacher as a motivator for students to get involved actively in the classroom, (2) Teacher as a controller of students' behavior, (3) Teacher as assessor of students' speaking skill and observer for students' class participation.

Assessing Speaking

Dealing with guidance in assessing the speaking skill, there are some experts such as Weir (1990), O'Malley (1996), Brown and Yule (1999), Brown (2004), Thornburry (2005), and Hedge (2008) give explanation about that. First, Weir (1990) states that there are five components of scoring in speaking, namely accuracy, appropriateness, range, flexibility and size. Each of components has four level or rating. The levels show that performance expected is relatively simple at the low level and progressively more sophisticated at higher level.

According to O'Malley (1996) there are five criteria of scoring for speaking skill. They are utterance, fluency, vocabulary and listening. Each scoring has six level rating. The levels show the rating ability of students speaking performance from the low level to the higher level. In line with it, Brown and Yule (1999), there are certain forms which should be prepared by teacher to evaluate student's speaking performance. The forms includes: date, type of speaking required, grammatical correctness, appropriate vocabulary, fluency or pronunciation, information transfer, and others.

Brown (2004) mentions that there are five components which should be considered in testing student's speaking skill. They are grammar, vocabulary, comprehension, fluency and pronunciation. Each component has scoring which consists of five levels which show the ability of student's speaking performance.

Different from the components proposed by some experts above, Thornburry (2005) mentions that the components of speaking which should be assessed are not only grammar, vocabulary, pronunciation, but also discourse management (fluency and coherence) and interactive communication (turn-taking, initiating and responding).

Finally, according to Hedge (2008) criteria in a speaking test should cover the components such as:(a) accuracy: pronunciation and grammar must be clear and correct, (b) appropriacy: the use of language must be appropriate to function and context,(c) range: a wide range of language must be available to the candidate,(d) flexibilty: there must be consistent evidence of the ability to turn-take' in conversation and to adapt to new topics or changes of direction,(e) size: must be capable of making lengthy contributions where appropriate and should be able to expand and develop ideas with minimal help from the interlocutor.

STAD Technique

STAD technique is a cooperative learning technique for mixed-ability groupings involving team recognition and group responsibility for individual learning. According to Slavin (2005), in STAD technique, students are assigned to four

or five members of learning teams that are mixed in performance level and gender. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards.

Steps for STAD Technique

According to Slavin (2005), the steps for STAD in learning cooperative consist of (1) the teacher explains the lesson to the students suitable with the competence standard which will be achieved, (2) The teacher gives individual quiz or test to student to get prior score of the students,(3) The teacher makes learning group which consist of four or five member per group, make sure the member group have different ability academically, (4) The teacher give tasks to the group which related to the material that has explained before, discuss it together, help each other if there is a group member don't understand. Make sure all group members master the conceptual and the material, (5) The teacher gives individual quiz, (6) The teacher facilitates the students to make conclusion or summary, gives direction and affirms toward teaching material which has been studied before, (7)The teacher gives reward to the group based

on the progress of individual score in that group.

Evaluation System of STAD Technique

At the end of the teaching learning process, the evaluation should be done. According to Slavin (2005), there are three steps of evaluation system of STAD. The steps are (1) computing the base score is the score of each students based on their score quiz before, (2) computing present quiz score based on the topic discussed, and (3) computing improvement score includes computing the students score based on their improvement from the base score by using certain scale above. Then he explains the way to compute individual improvement score. It can be seen on table 1 below:

Table 1. Improvement Point Criteria of STAD

Quiz Score	Improvement Points
More than 10 points below base score	5
10 points to 1 point below base score	10
Base score to 10 points above base score	20
More than 10 points above base score	30
Perfect paper (regardless of base score)	30

The next, he also gives the level of awards given which is based on average team score. See table 2 for details

Table 2. Team Accomplishments

Criterion (Team Average)	Award
15 points	GOOD TEAM
20 points	GREAT TEAM
30 points	SUPER TEAM

Advantages and Disadvantages of STAD Technique

According to Slavin (2005) there are some advantages of Student Teams-Achievement Divisions (STAD) academically and socially in teaching process. The benefits are (a) increasing students' academic achievement, (b) increasing students' self-esteem, individual and group responsibility, mutual assistance relationship and verbal communication, and (c) increasing motivation in learning. Moreover, Jollife (2007) summarizes the advantages of cooperative learning—STAD—are academic achievement, interpersonal relationship, psychological health and social competence.

In addition, according to Millis (2002), the advantages of using cooperative learning such as STAD: providing a shared cognitive set of information between students,motivating students to learn the material,ensuring that students construct their own knowledge,providing formative feedback,developing social and group skills necessary for success outside the classroom, andpromoting positive interaction between members of different cultural and socioeconomic groups.

According to Curtis (Millis), disadvantages of cooperative learning—STAD technique: (1) students going at different speeds. It means that the students who need more time to understand the work may feel frustated at being left behind. In contrast, the students who learn faster may feel delayed to wait for the students who learn more slowly,(2) Leadership dynamic. It means that there is certain group dynamic; some students will always be learders and others are

follower,(3) difference in pulling weight. It means that there is some students who have no ability to contribute equally to work. In addition, Dmin (1998), mentions several weaknesses of cooperative learning—STAD are (1) it takes time to develop, (2) it is hard to develop exercise, (3) it is possible that a group come to wrong conclusion.

Class Participation

The word "participation" can be defined as the involvement or the engagement of a person who learns a language in the activities and process which is necessary to be done in learning language. As Rogers (1999) says that unless the learners are active, they will not learn. This indicates that learner's participation in language learning activities and process is crucial factor.

A salient characteristic of good language learners is their active participation and contribution to their own learning (Kawai in Griffiths, 2008). It means that being active in learning is the most important thing that every learner should do in order to achieve the goals for the learning itself. According to Cieniewicz (2008) participation is an extremely crucial element in learning. It is a proven fact that students learn better and retain more when they are active participations. Learning is an active process and should involve talking. Besides, promoting active participant helps students to think critically and to argue more effectively (Knight, 2008).

Types of Class Participation

According to Jones (2008) there are five types of class participation: (a) Initiate-Respond-Evaluate. The teacher initiates

discussion by posing a question or a dilemma; a student responds; the teacher evaluates or comments to indicate whether the answer is in the direction or not. The discussion remains teacher centered and teacher controlled, (b) Cold-Calling. It means that call on students at random to answer question posed by the teacher, (c) Open and unstructured Talking. With open and unstructured talking, the teacher can ask a deeper or probing question and waits for a student to respond thoughtfully and fully,(d) Stimulated Discussion. It usually involves a prompt or task, completed by all students, in advance of the conversation in class, (e) Structured Discussion. It simply means that a process is employed to help people perform as intended.

The types of class participation used in this research are Initiate-Respond-Evaluate (IRE), Cold-Calling and Stimulated Discussion. Based on the types of class participation, the research uses the three types in sequence from the common type of class participation, IRE to Stimulated Discussion. The rationales why the three types of class participation should be used in this research, namely; first, the three types of class participation enable students to participate actively in the classroom. Second, the technique how to do the three types of class participation is easy to be handled by the researcher.

According to Weimer (2008), there are some factors and conditions that affect students' participation in the classroom, namely the size the of the class, faculty authority , age, gender, students' preparedness, and students' confidence. To make student participate more in the classroom, Weimer (2008) suggests the use of cold calling strategy as

follow:(a) Establish the expectation of participation,(b) Provide opportunities for reflecting and responding, (c) Skillfully facilitate the discussion, (d) Use questions appropriately, (e) Create a supportive learning environment,(f) Responds respectfully to students' contributions.

Assessing of Class Participation

The form of criteria of class participation proposed by Tyler (2010) is wholistic assessment. Tyler just presents grade 1-5. The highest grade was 1 and the lowest grade 5. Each grade contains certain criteria about the students' class participation such as preparation, contribution to the class; insight and idea, students' attendance, challenge.

According to Bean and Peterson (2005), there are five components to measure students' class participation, namely attendance/promptness, level of engagement in class, cooperation with others, preparation and initiative. Each component is explained by the criteria with point 4 (highest point) to 1 (lowest point). For example, students' attendance has point 4 if the students always prompt and regularly classess, in contrast, if students have poor attendance of class, they have point 1.

Other criteria of students' class participation are also proposed by Maznevski (1996). The criteria of class participation proposed by Masnevski are similar to criteria of class participation of Tyler (2010). The similarity of both criteria of class participation can be seen from the grade and also the content of the criteria of each grade. May be the difference between the two criteria is lied on the grade given to each student. In Tyler, the highest grade is 1, and the lowest grade is

5 while in Maznevski, the highest is 4 and lowest is 0. Then, criteria of class participation by Tyler have category for each grade, but for Maznevski's class participation have no category.

To measure student's class participation, the researcher uses observation sheet which contains the criteria of students'class participation by Bean and Peterson (2005). Those criteria consist of some components such as attendance, level of engagement, cooperation with others, preparation, and initiative. Each of component has point from the lower point till the highest point (scale range 1-4).

METHOD
By using cluster sampling technique, two classes of the grade XI of SMAN 5 Kota Bengkulu in academic year of 2011/2012 were taken as the sample. The quasi-experimental design was used to see some changes in students' achievement in speaking skill and class participation. From the two classes determined, one class was treated as the experimental class and the other was the control one.The design of this research was the posttest-only control group design.

There were two instruments which were used in this research; speaking test and observation sheet of students' class participation. The form of speaking test was oral performance test, namely student's performance individually in front of class in form of presentation. The material of student's oral presentation test was short functional text—poster. In the test, students were given three posters about environment, education, and healthy. Before the test, students read the posters carefully and chose what

poster theywanted to talk about. The students had 3-5 minutes to say about the poster. In the test, they were asked to compare and contrast the posters, commenting in particular on the relationship shown between people and animals or other things. They were also asked to say which of the three posters they thoughtwere the most appealing, and why.

Observation sheet was used to gain the data about students' class participation. The observation sheet was used to observe students' attendance, level of engagement, cooperation with others, preparation and initiative for each meeting for both of class; experiment and control class. Two observers were used to fill in the observation sheet based on the point for each component. At the end of the research, the result of observation sheet from the two observers was then calculated to get the average point of students' class participation. After data of speaking skill and data of students' class participation were collected, the data of speaking werethen analyzed by using normality testing, homogeinity testing and hypotheses testing; t-test and analysis of variances and the data of students' class participation were analyzed by using weighted mean.

FINDINGS AND DISCUSSION
Speaking Skill
The summary of speaking score for experiment and control class can be seen at the table below:

Table 3.Summary of Speaking Score

	Speaking Sk ill	
	Experiment Class	**Control Class**
Minimum Score	16	16
Maximum Score	24	24
Mean	20	19
Standard Deviation	1.88	1.79
Variance	3.56	3. 19
N	28	28

The experiment class in which the students were taught by STAD involved 28 students. From the data of students' score of speaking at experiment class, it was found that the minimum score and maximum score was 16 and 24. Then, mean score was 20, the stand ard deviation was 1.88 and the variance was 3.56.The data above could be descib ed as figure below:
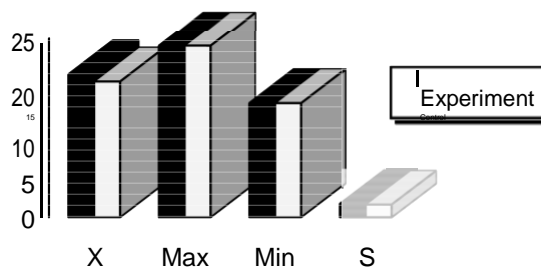

Class Participation

The result of students' class participation that was taught by using STAD and small group discussion technique c ompared with Table 4 below:

Table 4. Summary of St udents' Class Participation

	Class Participation	
	Experi ment Class	**Control Class**
Minimum Score	16	14
Maximum Score	19	17
Mean	17.5 7	15.57
Standard Deviation	0.83	1.10
Variance	0.70	1. 22
N	28	28

Based on the table above, it can be stated that mean of students' class participation in experim ent class was 17.57 and in control class was 15.57. It means that mean of students' class participation score expe riment class is better than control class.The description of the data above could be presented as figure below:
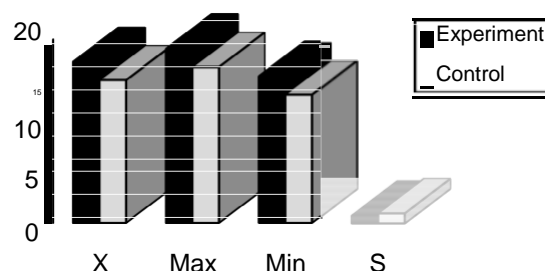
Based on statistical analysis of the hypothesis testing, th ere are three findings which would be discussed here: the first finding showed t hat the students' mean score of speaking sk ill at experiment class was higher than students' mean score of speaking skill at control class. This is in line with Slavin (200 5)says that there are some benefits of using STAD technique

in teaching and learning process. One of them is STAD technique can increasestudents' academic achievement in their study. Therefore, based on the Slavin's opinion, it is obvious that STAD had proved that it gave a significant effect toward students' achievement in speaking skill. Moreover, the elements of STAD such as mixed-ability grouping, individual accountability, group reward, and equality opportunity to success (Slavin, 2005) are also believed as a triggerfor students to be successful in speaking skill.

In line with Slavin, Gillies and Ashman (2003) note that types of cooperative learning such as STAD affect academic achievement because cooperative learning emphasizes on working together and helping each other to achieve shared goal. Moreover, they also believe that interaction among students through group work as a variable mediating academic achievement. Ongoing engagement is likely to contribute to high achievement outcomes for all students.

The successful of students in academic achievement in term of speaking skill is also determined by the teacher's role in implementing STAD technique in the classroom. Structuring the environment for successful peer interaction, providing students with the coaching and supporting their need to develop social and emotional skill are considered as valuable contribution of teacher toward the students' achievement. This is in line with Battistich and Watson (2003) who state that cooperative learning can help students to develop positive attitudes toward school and learning, and toward peers, and can provide abundant opportunities for

learning other people think, for developing language skill, and how to solve interpersonal problems.

The second finding was that STAD gave significant effect on students' class participation at grade XI of SMAN 5 Kota Bengkulu. Teacher's role in STAD activities also take a part in determining students' class participation such as call on students at random (Slavin, 2005). In short, by calling on students at random, it enables all students prepare themselves to participate in the classroom. In addition, the influence of working relationship skill among students also take a part in leading the successful of students' class participation in STAD class. This is in line with Jollife (2007) who states that in STAD, every student participate in group activity to develop his/her interpersonal skill.

Based on the persentage of students' class participation, there was significant difference between students' initiative at experiment and control class. Students' initiative at experiment was much better than at control class. It is accordance with Johnson and Johnson (2005), says that cooperative learning— STAD is used as the way to guide and shape student is initiative. Clearly, based on the finding, STAD gives significant effect on student initiative.

The last finding was that STAD had given significant effect on students' speaking skill and class participation. It proves the Slavin's statement (2005) that "effect of STAD have been consistently positive in all subject" is true. It means that STAD can give significant effect to all subjects, included speaking skill as English subject. Moreover, related to research finding by using STAD, Slavin (2005) mentions that twenty of the twenty nine

STAD studies found significant effects, none were negative. Across all five STAD techniques, forty of fifty two studies (77%) found significantly positive effect. In brief, research on STAD technique has been successful in helping students' achievement accademically or socially from the previous study up to this research.

CONCLUSIONS AND SUGGESTIONS
Conclusions
Based on the research findings above, it could be concluded that: 1) STAD technique gave significant effect on (1) students' speaking skill, (2) students' class participation, (3) students' speaking skill and class participation. The finding showed that $F_{observed} < F_{table}$. Thus, H_a was accepted. It means that the STAD technique gives significant effect on students' speaking skill and class participation.

Suggestions
It is suggested for English teacher at SMAN 5 Kota Bengkulu to use STAD as an alternative technique in teaching speaking especially if the material focuses on skill development and implement it as a variation of teaching techniquesto increase students' class participation in the classroom. Then, other researchers are suggested to conduct further research related to findings of this research by employing other speaking skill rubrics and also other observation sheets of class participation.

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