

The Investigation How Students' Team Achievement Development Strategy Improves the Students' Interest in Speaking English

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Abstract

This research aimed to investigate how Student Teams-Achievement Divisions (STAD) technique was able to improve the students' interest in speaking English. This research is a quasi-experimental where the data collection is done by using tests, namely pre tests and post tests. In order to conclude the data, researchers analyzed them statistically. The participants comprised students enrolled in the eleventh grade Language Program, totaling 32 individuals, inclusive of 13 male and 19 female students of SMAN 1 Poco Ranaka, East Manggarai, Flores NTT. The pre- and post-test results of the 19 students who were looking at the impact of Student Teams Achievement Divisions (STAD) are shown in Table 3's descriptive statistics. With a standard deviation of 10.096, the pre-test mean score was 67.579. The pre-test scores yielded a standard error (SE) of 2.316 and a coefficient of variation of 0.149, which represents the relative variability of the scores. In a similar vein, the post-test results showed a significantly higher mean score of 77.579, suggesting that performance had improved after the intervention. The post-test scores had a standard deviation of 10.394 and a standard error of 2.385. With a coefficient of variation of 0.134, the post-test scores had a somewhat lower coefficient of variance than the pre-test results. The accuracy, variability, and central tendency of the pre- and post-test scores are all well-represented by these descriptive statistics. The rise in the average score between the pre- and post-tests indicates that the STAD intervention had a beneficial effect on students' performance..

Keywords: Effectiveness; STAD method; Speaking

1. Introduction

English as a Foreign Language (EFL) refers the most common way of getting and using English in districts where it isn't the essential language. This differs from the concept of English as a Second Language (ESL), where individuals acquire English proficiency in environments where it holds secondary linguistic status, where people learn English in places where it's commonly spoken, EFL learners usually don't hear much English outside of class. EFL teaching focuses on helping learners get better at different parts of English. One big part is speaking well. According to Khanh (2021) Speaking is regarded as one of the fundamental language abilities, alongside listening, reading, and writing, playing a crucial role in facilitating effective interaction and comprehension in everyday contexts.

Besides that, Miranda & Wahyudin (2023) argue that speaking skill is the ability to communicate verbally, express ideas, and interact effectively with others in a target language. It includes a multitude of linguistic elements, encompassing vocabulary, grammar, and pronunciation, and intonation, as well as socio-pragmatic factors like understanding cultural norms and social cues. Proficient speakers can articulate thoughts clearly, engage in conversations, convey information fluently, and adapt their language use according to different contexts and audiences. Developing speaking skills requires regular practice, exposure to authentic language use, and opportunities for meaningful interaction and feedback. Strong speaking skills are essential for effective communication, academic success, professional advancement, and social integration in today's interconnected world (Sudarmaji et al., 2021)

Oxford & Shearin (1994) in Sabnani (2024) explain that speaking English ability refers to an individual's proficiency and competence in using the English language for oral communication. It encompasses various skills, including pronunciation, fluency, vocabulary usage, grammar accuracy, and comprehension. A person with strong speaking

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English ability can effectively convey ideas, opinions, and information in English-speaking contexts, whether in everyday conversations, academic presentations, professional settings, or public speaking engagements.

Moreover, speaking is oral language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. The students who want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more than that, speakers of English especially they use English as a second language will have to be able to speak in range of different genres and situations and they will have to use a range of conversational repair strategies. The students will need to be able to survive in typical functional exchanges (Kurniasih, 2016; Yaumi, 2022).

Developing speaking English ability involves not only mastering linguistic elements such as grammar rules and vocabulary but also acquiring pragmatic skills to understand and appropriately use language in different social and cultural contexts (Ghaith, 2001). This includes understanding conversational norms, adjusting speech registers based on the audience and situation, and using nonverbal cues effectively. Effective speaking English ability is crucial for communication in diverse contexts, as English has become a global language used in international business, education, travel, and diplomacy (Zingaro, 2008). Therefore, individuals with strong speaking English ability often have better opportunities for social interaction, career advancement, and academic success in today's interconnected world.

However, developing speaking skills in a foreign language presents unique challenges. EFL learners frequently encounter obstacles such as limited access to genuine English-speaking settings and a scarcity of chances for engaging in meaningful communication, fear of making mistakes, and reliance on translation or memorization. Aslan Berzener & Deneme (2021) said that, traditional teaching methods that prioritize grammar instruction or rote memorization may not effectively address these challenges or stimulate genuine interaction. In response to this pedagogical dilemma, educators and researchers have increasingly turned their attention to innovative approaches aimed at revitalizing language learning environments and enhancing student motivation.

Among the four skills of language, speaking seems intuitively the most important and difficult skill for ESL and EFL learners. It is a common fact that, if a person learns a language that means he/she should be a competent speaker of that language. In most cases, the users of that language need to involve in various kinds of discussion or conversations, therefore they need to be proficient in speaking (Chand, 2021).

According to Jarvis (2012), teaching method is the strategies and techniques educators use to deliver content, engage students, and facilitate learning in the classroom. Effective teaching methods often incorporate a combination of approaches to accommodate diverse learning styles and promote active participation and critical thinking among students. Additionally, modern teaching methods may leverage technology and online resources to enhance learning experiences and provide opportunities for personalized instruction (Aratusa, 2017). Ultimately, the choice of teaching method depends on the educator's pedagogical philosophy, the needs of the students, and the desired outcomes of the learning process.

One such method that has garnered significant interest and acclaim is the Student Teams-Achievement Divisions (STAD) method. Originating from the cooperative learning framework pioneered by educational psychologist Robert Slavin in the 1970s, STAD represents a departure from traditional didactic models by emphasizing collaborative teamwork, peer interaction, and individual accountability. Its structured yet flexible design seeks to harness the power of social dynamics within the classroom, fostering a supportive learning community where students actively engage with course material and each other (Zingaro, 2008).

This learning model encourages student co-operation through learning in diverse groups to encourage and assist each other in a diverse social setting to master the skills being learnt. This learning model encourages student cooperation through learning in groups whose members are diverse in order to encourage and help each other in a diverse social atmosphere to master the skills being learned. From the above understanding, it can be concluded that STAD type cooperative learning is a learning model where students learn and work together in small groups that are collaboratively 4-5 members with a heterogeneous group structure (Rahmatika, 2019).

Moreover, the Student Teams-Achievement Divisions (STAD) method, which is a cooperative learning strategy designed to promote positive interdependence among students. In STAD, students are divided into mixed-ability teams and work collaboratively towards common learning goals. Each team member is responsible for mastering the material individually, as their individual performance contributes to the overall success of the team. Through peer tutoring, cooperative activities, and group discussions, students engage actively with the material and support each other's learning (Johnson & Johnson, 2005 in Renandya & Hu, 2018). Regular assessments are conducted both individually and collectively, fostering accountability and encouraging students to help their peers grasp concepts they may find

challenging. STAD not only enhances academic achievement but also cultivates essential social and teamwork skills, preparing students for real-world collaborative environments. By fostering a sense of collective responsibility and emphasizing mutual support, STAD empowers students to take ownership of their learning while fostering a positive classroom environment conducive to academic success).

STAD (Student Team Achievement Division) represents one of the many cooperative learning approaches designed to foster collaboration and self-regulated learning skills. The rationale behind selecting STAD lies in its ability to encourage positive interactions among students, enhance their attitude towards the subject, boost self-esteem, and improve interpersonal abilities (Setiarufi, 2021). Furthermore, STAD introduces an additional avenue for learning within groups, as high-achieving students often assume the role of tutors, leading to overall academic success. In STAD, students are organized into diverse four-member teams based on performance level, gender, and ethnicity. Following a teacher-led lesson, students collaborate within their teams to ensure comprehension of the material. Subsequently, individual quizzes are administered, prohibiting assistance among peers during assessment (Fitriyasni, 2020)

In this investigation, the researchers embark on a comprehensive exploration of the STAD method's efficacy in elevating students' interest and competence in spoken English within EFL contexts. Through an in-depth examination of its theoretical foundations, practical implementation strategies, and empirical outcomes, we aim to elucidate the transformative potential of STAD as a catalyst for reimagining language pedagogy and nurturing vibrant English-speaking environments in educational settings worldwide.

Related with this research, there are some past review which are very like this exploration. To begin with, the exploration was led by Yanti & Helmi (2023) who break down about the effect of the STAD method on further developing the perusing understanding scores of understudies at SMK Kesehatan Assyifa School in Banda Aceh. The discoveries of the review uncovered that understudies further developed their perusing perception through the STAD method by participating in conversations with their companions about the issues introduced in the understanding texts. A correlation of the pretest and posttest results showed that the typical score in the posttest was higher than in the pretest. Second, Juhelmi & Hasan (2021) investigated how Understudy Groups Accomplishment Divisions (STAD) can further develop understudies' clear ability to compose of the eighth grade understudies at Mts Darul Falah Islamic Life experience School, Enrekang in the 2018/2019 scholarly year. The consequences of the review showed that there was an improvement in understudies composing capacity between pre-test and post-test in the trial class after treatment. The qualities show that the utilization of the STAD technique essentially further developing understudies composing capacity in compose elucidating messages. Last, Setiarufi (2021) who investigate about how STAD method helped by general media expands understudy inspiration and learning achievemem. The outcomes showed an expansion in understudy inspiration. Understudies' learning inspiration in the main cycle came to 74% (enough) upwards of 8 understudies had met the achievement pointers, and in the subsequent cycle, it was 81% (great) upwards of 12 understudies had met the achievement markers. In view of the consequences of the examination and conversation, it tends to be reasoned that the Understudy Groups Accomplishment Divisions type helpful model can expand . The study meticulously examined the effects of this pedagogical approach across two iterative cycles, meticulously tracking the evolution of student motivation and their academic outcomes. Remarkably, the findings unveiled a compelling narrative of progress, with a discernible uptick in student motivation observed alongside a tangible improvement in the number of students meeting predefined success benchmarks. This empirical evidence underscores the transformative potential of leveraging STAD in tandem with audio-visual aids, offering a promising pathway towards enhancing student engagement and academic performance.

Undoubtedly, these seminal studies serve as beacons of insight into the multifaceted benefits of integrating the STAD method into pedagogical practice. Yet, amid the promising strides made in understanding its impact on student motivation and speaking proficiency, a conspicuous research lacuna emerges concerning the specific influence of STAD on students' interest in speaking English. Despite the palpable improvements documented in motivation and linguistic prowess, a holistic understanding of the interplay between STAD and student interest remains elusive. Thus, there exists a pressing imperative for future research endeavors to embark on an exploratory odyssey, delving deep into the intricacies of student attitudes and perceptions towards language learning within the purview of STAD implementation.

Qualitative investigations or meticulously crafted surveys could serve as potent tools in unraveling the intricate tapestry of student interest in speaking English vis-a-vis the STAD methodology. By delving into the subjective experiences and sentiments of learners, researchers can unearth invaluable insights that transcend mere quantitative metrics, offering a nuanced understanding of the underlying mechanisms driving student engagement. Such scholarly pursuits hold the promise of enriching our comprehension of the holistic impact of STAD on language education, thereby charting a

transformative course towards pedagogical excellence and student empowerment. By synthesizing these findings and applying them to the context of spoken English, Hence, the objective of this study was to investigate whether the implementation of STAD could enhance the speaking proficiency of eleventh-grade students at SMA Negeri 1 Poco Ranaka, while also examining the classroom dynamics during the utilization of STAD.

2. Literature Review

2.1. Teaching Method

According to Jarvis (2006) in Koulaouzides (2014), teaching method is the strategies and techniques educators use to deliver content, engage students, and facilitate learning in the classroom. Effective teaching methods often incorporate a combination of approaches to accommodate diverse learning styles and promote active participation and critical thinking among students. Additionally, modern teaching methods may leverage technology and online resources to enhance learning experiences and provide opportunities for personalized instruction (Klauer, 1985 in Huda, 2020). Ultimately, the choice of teaching method depends on the educator's pedagogical philosophy, the needs of the students, and the desired outcomes of the learning process. One notable method is the Student Teams-Achievement Divisions (STAD) method, which is a cooperative learning strategy designed to promote positive interdependence among students. In STAD, students are divided into mixed-ability teams and work collaboratively towards common learning goals. Each team member is responsible for mastering the material individually, as their individual performance contributes to the overall success of the team. Through peer tutoring, cooperative activities, and group discussions, students engage actively with the material and support each other's learning. Regular assessments are conducted both individually and collectively, fostering accountability and encouraging students to help their peers grasp concepts they may find challenging. STAD not only enhances academic achievement but also cultivates essential social and teamwork skills, preparing students for real-world collaborative environments. By fostering a sense of collective responsibility and emphasizing mutual support, STAD empowers students to take ownership of their learning while fostering a positive classroom environment conducive to academic success.

2.2. Student Teams-Achievement Divisions (STAD) as a Cooperative Learning Technique

STAD (Student Team Achievement Division) represents one of the many cooperative learning approaches designed to foster collaboration and self-regulated learning skills. The rationale behind selecting STAD lies in its ability to encourage positive interactions among students, enhance their attitude towards the subject, boost self-esteem, and improve interpersonal abilities (Zingaro, 2008). Furthermore, STAD introduces an additional avenue for learning within groups, as high-achieving students often assume the role of tutors, leading to overall academic success. In STAD, students are organized into diverse four-member teams based on performance level, gender, and ethnicity. Following a teacher-led lesson, students collaborate within their teams to ensure comprehension of the material. Subsequently, individual quizzes are administered, prohibiting assistance among peers during assessment (Ghaith, 2001).

2.3. Speaking English Ability

Oxford & Shearin (1994) in Sabnani (2024) explain that speaking English ability refers to an individual's proficiency and competence in using the English language for oral communication. It encompasses various skills, including pronunciation, fluency, vocabulary usage, grammar accuracy, and comprehension. A person with strong speaking English ability can effectively convey ideas, opinions, and information in English-speaking contexts, whether in everyday conversations, academic presentations, professional settings, or public speaking engagements.

Developing speaking English ability involves not only mastering linguistic elements such as grammar rules and vocabulary but also acquiring pragmatic skills to understand and appropriately use language in different social and cultural contexts (Ghaith, 2001). This includes understanding conversational norms, adjusting speech registers based on the audience and situation, and using nonverbal cues effectively. Effective speaking English ability is crucial for communication in diverse contexts, as English has become a global language used in international business, education, travel, and diplomacy (Zingaro, 2008). Therefore, individuals with strong speaking English ability often have better opportunities for social interaction, career advancement, and academic success in today's interconnected world.

3. Research Method and Materials

In order to evaluate the effectiveness of the Student Teams Achievement Division (STAD) technique in the teaching-learning process, a quantitative approach specifically on quasi experimental was used in the study. Analyzing numerical data in a methodical manner in order to find connections, patterns, and trends is known as quantitative research. With statistical analysis, this approach places a strong emphasis on measuring variables and results. Quantifying the impact and efficacy of the STAD technique on student learning outcomes was the primary objective of this study in order to provide empirical support for its implementation in educational settings.

Conducted within the premises of SMA Negeri 1 Poco Ranaka, meticulous planning and scheduling were paramount, with the research unfolding during the month of February in the year 2024. The participants comprised students enrolled in the eleventh grade Language Program, totaling 32 individuals, inclusive of 13 male and 19 female students. At the core of the research endeavor was the improvement of students' speaking skills. In pursuit of this goal, the researchers chose to integrate the Student Teams Achievement Division method into the classroom setting. Throughout the implementation phase, diligent observations were made to capture the unfolding interactions and behaviors of the students, particularly in relation to their speaking abilities.

At the culmination of each cycle, students underwent assessments in the form of tests, serving as barometers to gauge the efficacy of the implemented method in fostering speaking skills. Subsequently, the researchers undertook a comprehensive analysis, juxtaposing the observational data with the test results. This analytical process aimed not only to determine the success of the intervention but also to identify areas for refinement and improvement.

In the data collection phase, the researchers adopted a methodological framework advocated by Tomal & Widmer (2003) in Rahmatika (2019). This framework encompassed various approaches, including direct observation, surveying, and test-based assessments. Once the data had been amassed, a meticulous process of analysis ensued, wherein quantitative metrics such as mean scores and test outcomes were scrutinized to discern patterns and trends indicative of progress in students' speaking proficiency.

4. Results and Discussion

The results of the tests conducted to explore the effectiveness of the STAD method are described in the Table 1.

Table 1. Paired Samples T-Test

Measure 1		Measure 2	T	df	P
Pre-Test	-	Post-Test	-5.785	18	< .001

Note. Student's t-test.

The purpose of the paired samples t-test was to investigate the impact of introducing Student Teams Achievement Divisions (STAD) using the pre- and post-test results of 19 students. The pre-test and post-test scores showed a mean difference of -5.785, according to the data. This negative mean difference indicates a drop in performance after the STAD intervention, implying that students' post-test scores were, on average, lower than their pre-test levels. With a p-value of less than .001, statistical significance was attained, offering compelling evidence to refute the null hypothesis. The number of pairings less one is represented by the degrees of freedom (df), which were determined to be 18. The precise t-value is not given, but it would help assess how significant the difference in scores between the pre- and post-tests is. Overall, these results point to a strong influence of the STAD intervention on student performance; however, more research may be required to fully determine the effect magnitude and practical importance.

Table 2. Assumption Checks

Test of Normality (Shapiro-Wilk)

			W	p
Pre-Test	-	Post-Test	0.916	0.095

Note. Significant results suggest a deviation from normality.

Using the Shapiro-Wilk test on Table 2, assumption checks were performed on the pre- and post-test results of 19 students in order to assess the normality assumption. A Shapiro-Wilk W statistic of 0.916 for the pre-test scores and 0.095 for the post-test scores was shown by the results. The p-value for the post-test results was 0.095, however the p-value for the pre-test results was not given. Significant findings ($p < .05$) usually point to a deviation from normalcy,

implying that the data may not have a normal distribution. The post-test results in this case show a p-value over the traditional cutoff of .05, suggesting that the post-test results' assumption of normalcy is upheld. However, it's difficult to say for sure if the normalcy assumption remains true for this group given the absence of the p-value for the pre-test results. Overall, these results imply that although the pre-test scores could have deviated from normalcy, the post-test results satisfy the normality assumption, according to the assumption checks. However, more research or different approaches could be required to verify that the pre-test results are normal.

Table 3. Descriptive

	N	Mean	SD	SE	Coefficient of variation
Pre-Test	19	67.579	10.096	2.316	0.149
Post-Test	19	77.579	10.394	2.385	0.134

The pre- and post-test results of the 19 students who were looking at the impact of Student Teams Achievement Divisions (STAD) are shown in Table 3 descriptive statistics. With a standard deviation of 10.096, the pre-test mean score was 67.579. The pre-test scores yielded a standard error (SE) of 2.316 and a coefficient of variation of 0.149, which represents the relative variability of the scores. In a similar vein, the post-test results showed a significantly higher mean score of 77.579, suggesting that performance had improved after the intervention. The post-test scores had a standard deviation of 10.394 and a standard error of 2.385. With a coefficient of variation of 0.134, the post-test scores had a somewhat lower coefficient of variance than the pre-test results.

The accuracy, variability, and central tendency of the pre- and post-test scores are all well-represented by these descriptive statistics. The rise in the average score between the pre- and post-tests indicates that the STAD intervention had a beneficial effect on students' performance. Furthermore, it is implied from the comparatively small standard errors that the means are probably around the population mean. To fully evaluate the efficacy of the STAD intervention and validate the significance of these results, additional analysis such as inferential statistics may be required.

Other research is used in this study to support the results of this study such as research conducted by Setiarufi (2021) and Fitriyasni (2020) provide insights into the effectiveness of the Student Teams Achievement Divisions (STAD) method in improving different facets of students' learning experiences. Setiarufi's study focused on investigating the impact of STAD, coupled with audio-visual aids, on student motivation and academic achievement. Through meticulous examination across two iterative cycles, Setiarufi revealed a significant increase in student motivation, alongside a tangible improvement in academic outcomes. On a similar note, Fitriyasni delved into the realm of speaking proficiency, exploring the differential impact of STAD implementation compared to a non-STAD approach. Fitriyasni's experimental inquiry at STAI Tapaktuan uncovered a substantial improvement in speaking skills among students exposed to the STAD method.

While both studies provide valuable insights into the benefits of STAD in enhancing motivation, academic achievement, and speaking proficiency, they also unearth a notable research gap. Specifically, neither study explicitly addresses the influence of STAD on students' interest in speaking English. Despite the palpable improvements documented in motivation and linguistic prowess, a comprehensive understanding of the interplay between STAD and student interest remains elusive.

Regarding the findings of the study on the effect of STAD on student performance, the paired samples t-test revealed a statistically significant decline in student performance following the STAD intervention, with a mean difference of -5.785 between the scores obtained during the pre-test and post-test phases, signifying a decline in performance. Moreover, assumption checks indicated some non-normality in the pre-test results, indicating the necessity for additional investigation.

On the other hand, the descriptive statistics provided insightful information on the variability and central tendency of the pre- and post-test results. The comparatively low standard errors point to a degree of precision in the assessment of means, even if the mean score increased from the pre-test to the post-test, suggesting a favorable influence of the STAD intervention on student performance.

When comparing the research findings with the identified research gap, it becomes apparent that while STAD seems to positively influence motivation, academic achievement, and speaking proficiency, its specific effect on student interest in speaking English remains unexplored. Addressing this gap is essential for gaining a comprehensive understanding of the holistic effects of STAD on language education.

For Results, provide sufficient detail to allow the results to be meaningful and informative. For Discussion, this should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

5. Conclusion

As a result of the careful analysis of the results of the pre- and post-tests as well as the performed assumption checks, a clear grasp of the ramifications of implementing the Student Teams Achievement Divisions (STAD) technique in educational settings is provided. The findings of the paired samples t-test indicate a noteworthy decrease in performance after the STAD intervention, with a significant mean difference of -5.785 between the pre- and post-test scores. This negative mean difference highlights an important point that warrants careful consideration: the possible obstacles or transitional period associated with integrating STAD into instructional strategies.

Furthermore, the obtained p-value of less than .001 indicates statistical significance, decisively rejecting the null hypothesis and affirming the notable impact of the STAD intervention on student performance. However, the underlying assumptions of normality, as assessed through the Shapiro-Wilk test, present an intriguing aspect warranting further exploration. While the post-test scores demonstrate a p-value exceeding the conventional threshold of .05, suggesting adherence to the normality assumption, the lack of a provided p-value for the pre-test scores complicates the definitive determination regarding the normality of the dataset. This underscores the need for a nuanced approach in interpreting the assumption checks and emphasizes the importance of ongoing investigation into the underlying distributional characteristics of the data.

Analyzing the descriptive statistics in further detail in Table 3 reveals a fascinating story about performance dynamics. The significant improvement in the mean score between the pre-test (67.579) and post-test (77.579) points to the STAD intervention's transformational potential in raising student achievement. This notable increase in mean scores indicates a favorable trajectory in student learning within the educational setting in addition to highlighting the efficacy of the STAD approach. Furthermore, the very low standard errors connected to the pre- and post-test results provide assurance about the accuracy and consistency of the measured means, strengthening the validity of the conclusions drawn from the dataset.

In summary, the findings confirm the substantial influence of the STAD intervention on student performance. However, the intricate relationship between observed changes and underlying assumptions requires a thorough and careful approach to data interpretation. Future research should delve deeper into the complexities of student performance dynamics within the framework of STAD implementation, utilizing alternative analytical techniques and conducting additional assumption checks to enhance our understanding. This comprehensive approach to exploring the multifaceted implications of STAD shows potential in uncovering the mechanisms driving student performance and guiding evidence-based pedagogical strategies aimed at promoting improved learning outcomes and student empowerment.

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