

BREAKING THE SILENCE: USING STAD TO BOOST GRADE V STUDENTS' ENGLISH SPEAKING SKILLS"

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Abstract. Developing English speaking skills at the elementary level remains challenging, particularly when conventional instruction provides limited opportunities for meaningful interaction and independent language use. This study investigated the effectiveness of the Student Teams Achievement Division (STAD) cooperative learning model in improving fifth-grade students' English speaking skills at SDIT Al-Hikmah. A quantitative quasi-experimental approach using a nonequivalent control group design was employed with 49 students during the 2024/2025 academic year. The findings revealed a significant difference in speaking performance between the experimental and control groups. The experimental group achieved a higher mean improvement, with an N-Gain score of 0.46 compared with 0.37 for the control group. The t-test results further demonstrated significant differences between groups, exceeding the critical value of 2.01. These findings indicate that STAD provides a more effective collaborative framework for developing students' speaking skills than conventional instruction. The study contributes empirical evidence supporting cooperative learning as an interactive approach to elementary EFL speaking instruction.

Keywords: STAD Cooperative Learning; English Speaking Skills; Elementary EFL; Quasi-Experimental Research; Student Learning Outcomes

I. INTRODUCTION

English language proficiency is a crucial competency in the era of globalization and rapid technological development. As an international language, English is widely used in various fields, such as education, science, technology, communication, and the arts. Therefore, English language skills need to be developed from an early age to ensure students are equipped to face the demands of today's changing world. Learning English at the elementary school level is one way to introduce and develop foreign language skills in students. Through this learning, students are expected to develop language skills that will support their academic development and future lives.

In the Independent Curriculum, English language skills are divided into four areas: reading, writing, listening, and speaking. These four basic skills are psychomotor skills. One of the language skills required by students is speaking, as it is the most effective means of communication in interacting with others. Therefore, mastering speaking skills is crucial for students, including elementary school students, as a starting point for understanding other subjects and also as a starting point for advancing to higher education.

However, students' English speaking skills still face various obstacles in the learning process. Students often have difficulty expressing their ideas and opinions in English due to limited vocabulary, pronunciation, and fluency. In addition to linguistic factors, psychological aspects are also a significant barrier. Many students feel a lack of confidence, embarrassment, anxiety, and fear of making mistakes when speaking English in front of peers or teachers. Adhelia Elsa Tyana et al. (2022) showed that students' low

confidence in speaking English is caused by limited vocabulary, fear of pronunciation errors, and anxiety in constructing correct sentences. These factors cause anxiety, which impacts low student participation in speaking activities in class.

Therefore, speaking skills are very important for students to master, including elementary school students (SD) as initial capital to understand other subjects and also initial capital towards higher levels of education. Poor speaking skills, if ignored, will have a negative impact on students, starting from being able to affect the learning process in the classroom, then can continue to become bad speaking habits at higher grade levels and continue to develop into adulthood and even to a wider scope carried into social life, especially in everyday life, it is inevitable that most of human time is used to speak in various contexts and situations (Fitratunnisah, 2021).

Furthermore, speaking skills cannot be developed solely through theoretical instruction; they require students' active involvement in learning activities. The lack of opportunities for direct practice and teacher-centered learning also result in students' speaking skills not developing optimally. Therefore, a learning model is needed that fosters interaction between students, provides opportunities for discussion, and encourages students to express their opinions in English. Student-centered learning is believed to increase student participation and confidence in communication.

One learning model that can be used to improve students' speaking skills is the Student Teams Achievement Division (STAD) cooperative learning model. The STAD model places students in small, heterogeneous groups to collaborate on understanding learning materials. Through discussions, mutual assistance, information exchange, and group presentations, students gain more opportunities to interact and practice speaking. Furthermore, the individual responsibilities and group rewards within the STAD model can increase student motivation and active participation during the learning process.

According to Isjoni (2013), the advantage of the STAD (Student Teams Achievement Division) model is that it emphasizes the activity and interaction between students to motivate and help each other in mastering the subject matter in order to achieve maximum achievement in group activities. Furthermore, according to (Slavin, 2010) the STAD learning model is one of the simplest cooperative learning methods, said so because the learning activities carried out are still closely related to conventional learning. This model is the best model for beginners for teachers who are new to using the cooperative approach. Teachers who use the STAD method refer to student group learning and present new academic information to students every week using variable presentations and texts. Students in a particular class are divided into groups of

4-5 people. Each group must be heterogeneous, consisting of men and women, coming from various ethnicities, having high, medium and low abilities.

Based on research by Mutia Rifatul Sifa, Tatang Syaripudin, and Ani Hendriani (2020), entitled "Implementation of the STAD Cooperative Learning Model to Improve Collaboration Skills of Fourth Grade Elementary School Students," it explains that the use of less varied learning models causes students to be less active in participating in the learning process. Learning activities that are still teacher-centered leave students with limited opportunities to interact and collaborate with classmates. This condition can also have an impact on students' low speaking skills, especially in English learning which requires direct communication practice. The lack of opportunities to discuss, exchange opinions, and convey ideas causes students to be less trained in using English orally.

In the title "Implementation of the STAD (Student Team Achievement Division) Model to Improve Speaking Skills in English Learning at SDIT Al-Hikmah" a type of learning model is needed that can bridge the process, one of which is the learning model (Student Team Achievement Division (STAD) with the aim of being able to improve English speaking skills in students. Therefore, from the problems that have been explained previously, researchers are led to study "Implementation of the STAD (Student Team Achievement Division) Model to Improve Speaking Skills in English Learning at SDIT Al-Hikmah". The specific objectives of this study are to describe:

1. To determine the effect of implementing the STAD (Student Teams Achievement Division) model on improving English speaking skills at SDIT Al-Hikmah,
2. To find out whether the implementation of the STAD (Student Teams Achievement Division) model can improve English speaking skills at SDIT Al-Hikmah.

II. RESEARCH METHODS

The method used in this research is the experimental design method, in which there is behavior (treatment). Therefore, the experimental research method is defined as a method used as an experiment to determine or find the influence of the independent variable (treatment) on the dependent variable (result) of a particular treatment on another with a controllable situation (Sugiyono: 2019: 111).

This research was conducted using a quantitative approach and a quasi-experimental method or quasi-experimental design (Quasi Experimental Design), in this case the design used by the researcher in his research is Nonequivalent Control Group Design. In this study, it was not carried out randomly on the

subjects to be studied, where the group would be carried out using two different groups. The first class is a class whose learning is carried out using the STAD (Student Teams Achievement Division) model as an experimental class, while the second class is a class whose learning uses direct learning methods as a control class. The following is a table of Nonequivalent Control Group Design.

Table 1 Research Design

	Pre-test	Treatment	Post-test
E O1	x^1		O2
.....			
....			
K O3	x^2		O4

Sugiyono (2011:76)

Information:

O1 = Pre-Test experimental class

O3 = Pre-Test control class

x^1 = Implementation of the STAD (Student Teams Achievement Division) Model in the experimental class

x^2 = This line means that the group is not done randomly, but uses existing classes.

O2 = Post-Test of experimental class

O4 = Post-Test control class

E = Experimental Class

K = Class

Regarding the type of research that the researcher will conduct, namely using Quasi-Experimental Research, the researcher will conduct two pre-tests, two treatments, and two post-tests. The experimental method is a method that can provide an opportunity for students, both individually and in groups, to be trained through a process related to experiments by experiencing what has been learned firsthand and being able to draw conclusions from the process that has been experienced (Anitah in Awansyah, 2022: 223).

III. RESEARCH RESULT

The results of data processing on speaking ability to express ideas and thoughts in English learning in the experimental class and control class were obtained through descriptive analysis in the following table:

Table 2 Pretest-Posttest Data for Experimental Class and Control Class

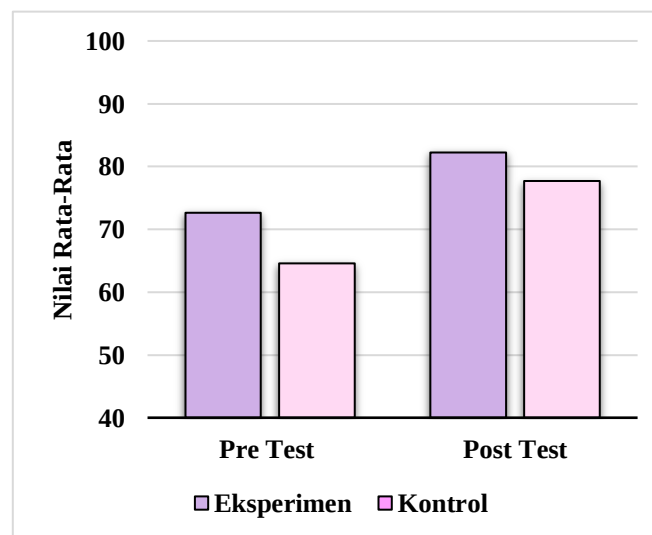
Class	Experiment			Control		
Information	Pre-Test	Post-Test	N-Gain	Pre-Test	Post-Test	N-Gain

Standard Deviation	16.83	17.26	0.31	14.21	11.85	0.21
The highest score	95	100	1	85	95	0.87
Lowest Value	50	60	0.12	40	55	0.11
Average	72.6	82.2	0.46	64.58	77.71	0.37

Based on the results of the table above, the Pre-Test data shows that there is a difference in the Experimental class and the Control class in the students' speaking ability in English learning is still low. In the experimental class, the average score was 72.6 with the smallest score being 50 and the highest score being 95 so that in the category of students, the speaking ability of students in English learning is quite good. While in the control class, the average score was 64.60 with the smallest score being 40 and the largest score being 85 so that the category of students' speaking ability in English learning is quite good. In the analysis of Post-Test data for the experimental class, the average score was 82.2 with the highest score being 100 and the lowest score being 65 with a good category. While in the control class, the average score was 77.7 with the highest score being 95 and the lowest score being 60 with a good category.

The comparison of the average Pre-Test and Post-Test data can be seen in diagram 4.1 below:

Figure 3 Pre-Test and Post-Test Diagram of Experimental Class and Control Class

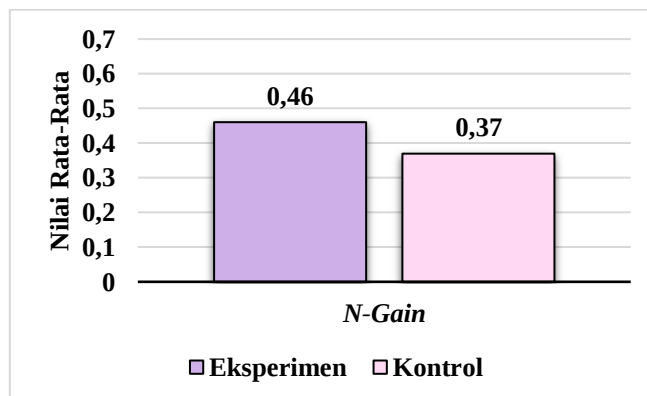


In the diagram above, the average pre-test scores in the experimental and control classes were not significantly different. Therefore, students' speaking ability in English learning in the two classes was relatively similar. Meanwhile, the average post-test score for the experimental class was 82.2, indicating that the reading comprehension ability category of students who received the STAD (Student Teams Achievement Division) learning model was good. Meanwhile, the average post-test score for the control class was 77.7, indicating that the speaking ability category of students in English learning that received the Cooperative Learning Model was quite good. This indicates that the final speaking ability of students in English learning in the experimental class was in the good

category, which was better than the control class, which was in the quite good category.

Furthermore, in the Pre-Test and Post-Test, the N-Gain data on students' speaking ability in English learning has also been analyzed by showing in diagram 4.2 related to the N-Gain data:

Figure 4 N-Gain Diagram of Pre-Test and Post-Test of Experimental Class and Control Class



In the reading comprehension ability of students in the experimental class, the highest gain score is 1 with the lowest score of 0.12 and the average produced is 0.46. Then in the control class, the highest n-gain score is 0.66, the lowest n-gain score is 0.1 for the average produced is 0.37 so that there is a category in improving students' speaking ability in English learning that gets STAD (Student Teams Achievement Division) with students' speaking ability in English learning that gets Cooperative Learning, both values are included in the medium category.

This indicates that both the experimental and control classes experienced improvements in learning outcomes after receiving the treatment. However, the improvement in the experimental class was higher than that in the control class. Therefore, it can be said that the treatment given to the experimental class had a better or higher impact on improving students' speaking skills in English learning compared to the treatment given to the control class, even though both were in the same improvement category.

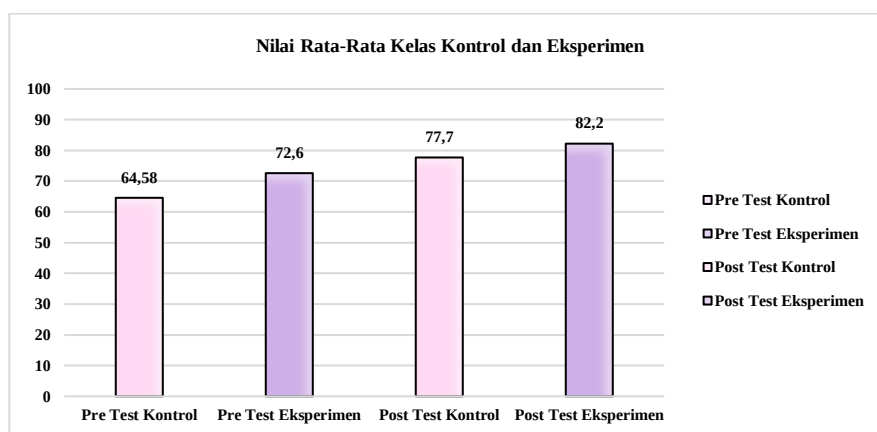
IV. DISCUSSION

Based on the results of research that has been conducted on fifth grade students of Al-Hikmah Elementary School, Tangerang City in the learning activities of students' speaking ability in English learning by providing pre-test and post-test reading literacy questions carried out during 4 meetings in the experimental class with the STAD (Student Teams Achievement Division) learning model and in the control class not using the STAD learning model. Then, in the pre-test and post-test activities in the assessment, students' accuracy can be considered by considering how far they can speak clearly and correctly as given, mention good English vocabulary, find meaningful words and difficult words in reading texts, the ability to answer questions comprehensively that have been given. In this case, the questions used were 6 test items that had previously been tested for construct validity, testing for empirical validity, reliability testing, testing the level of difficulty and finally testing the discriminating power of the questions. The 6 test items used were the result of an analysis of the instrument that had been carried out previously with a total of 12

initial test items. Meanwhile, the decision in selecting test items has been based on decisions regarding the criteria proposed in each instrument analysis process.

There was a significant increase in the experimental class, as seen from the average before and after treatment. When compared with the results of the control class' post-test average, a difference was found. Therefore, the graph below shows the difference between the experimental and control class averages.

Table 5 T' Pre-Test and Post-Test of Control Class



From the table data above, it is explained that there is an increase that occurs in the experimental class in this case, it is not too high because in the application of the STAD learning model there are still weaknesses starting from the understanding of students who are not yet very understanding, however, some students in the class already have significant understanding abilities and there are only a few who do not understand the literacy text during the learning process, in this case more time is also needed for the reading comprehension activity.

Speaking is a crucial language skill in the English language learning process. According to H. Douglas Brown, speaking is an interactive process of constructing meaning, involving the ability to produce, receive, and process information. In English language learning, speaking ability is a crucial indicator of students' success in using language as a means of communication.

This opinion is supported by research which states that English learning in elementary schools does not only focus on grammar and vocabulary, but also on developing effective speaking skills so that students are able to communicate in various According to H. Douglas Brown, speaking skills are an interactive process in constructing meaning that involves the ability to produce, receive, and process information. In English learning, speaking skills are an important indicator of students' success in using language as a means of communication.

The improvement in students' speaking skills in the experimental class occurred because the STAD model provided opportunities for students to study in groups, discuss, help each other, and practice speaking with their group mates. According to Slavin (2015), STAD is a cooperative learning model that emphasizes cooperation among group members to achieve shared learning goals. Through this collaboration, students become more active in the learning process and have more opportunities to use English in communication.

The implementation of the Student Teams Achievement Division (STAD) learning model has an impact on

improving students' speaking skills in English learning in fifth grade at SDIT Al-Hikmah. The results of data analysis show that the average score of students in the experimental class is higher than that of the control class after being given treatment using the STAD model. This indicates that the STAD model can help students improve their English speaking skills.

Thus, this study also supports the findings that improved learning outcomes are thought to occur because the learning model provides opportunities for students to actively participate in the learning process. These activities help students understand the material more deeply than conventional learning. This finding is supported by research by Putri et al. (2024) which states that active student involvement contributes to improved conceptual understanding and learning outcomes. This study shows that the application of the STAD learning model has a positive impact on students' English speaking skills. Through group learning activities, students have wider opportunities to interact, exchange ideas, and practice the use of English vocabulary and pronunciation actively.

There is also the influence of the STAD learning model on students' speaking ability in English learning in class V of SDIT Al-Hikmah which can be seen in the calculation of the T' Test (Accent). In the Pre-Test and Post-Test activities, there were differences in results. Then for the Pre-Test and Post-Test activities of the experimental class, the value was smaller than $-2.45 \leq 2.01$ so that the conclusion drawn was that there was a difference in the average of the control class and the experimental class. Then for the Pre-Test and Post-Test activities of the class, the value was smaller than $-3.47 \leq 2.01$ so it can be concluded that there was a difference in the average between the experimental class and the control class. The T' test has shown an influence on the improvement of the STAD learning model on students' speaking ability in English learning. $t_{hitung} t_{tabel} t_{hitung} t_{tabel}$

Based on the explanation above, the application of the STAD learning model to students' speaking skills in English learning in grade V of SDIT Al-Hikmah in the experimental class has provided quite satisfactory answers to the questions in the research problem formulation. When compared to the control class that did not receive treatment. Thus, this research is also strengthened by the increase in learning outcomes suspected to occur because the learning model provides opportunities for students to actively participate in the learning process. These activities help students understand the material more deeply than conventional learning. This finding is supported by research by Putri et al. (2024) which states that active student involvement contributes to increased conceptual understanding and learning outcomes.

The results of this study are in line with the research of Raihan and Zaki (2023) who stated that the application of the STAD model can improve students' speaking skills because it encourages active participation and cooperation between students in the learning process. In addition, the results of this study are also supported by the research of Ardhaswari et al. (2023) who found that the application of the STAD model has a significant effect on the speaking skills of elementary school students. Has a significant influence on the speaking skills of elementary school students. The similarity of these results indicates that the characteristics of STAD emphasize cooperation.

The findings of this study are supported by several previous studies. Research conducted by Rahmawati (2021) showed that the use of the STAD model can improve elementary school students' English speaking skills because they become more active and motivated during the learning process. Another study conducted by Sari and

Wulandari (2022) also found that the STAD model has a positive effect on students' speaking skills because it encourages interaction, cooperation, and active participation in learning activities.

Suniana and Yenni Ratnasari (2025) stated that educators act as facilitators in learning and motivators to help improve student learning achievement. The application of the STAD type cooperative learning model trains students to write and explain what they have learned, researched, and observed in learning, in addition to increasing self-confidence so that students will participate actively in learning, can improve group cooperation, mutual respect, and can improve intrapersonal skills. When viewed from the implementation process, the STAD type cooperative learning model is more focused on students to understand the learning material presented, because students actively participate in the learning process. Thus, the application of the STAD learning model to students' speaking skills is effective in improving learning outcomes.

The results of the study indicate that the application of the STAD model has an effect on improving the English speaking skills of fifth-grade students at SDIT Al-Hikmah. This improvement occurs because the STAD model provides opportunities for students to interact, discuss, and practice speaking actively in groups. This finding is in line with Slavin's theory which states that cooperative learning can improve student participation and learning outcomes through group collaboration. In addition, the results of this study are supported by Fransisca (2024) who explains that speaking skills need to be developed through active and meaningful communication activities in English learning in elementary schools.

The research findings indicate that the implementation of the STAD learning model has a positive influence on students' English speaking skills. Through group learning activities, students have wider opportunities to interact, exchange ideas, and practice the use of English vocabulary and pronunciation actively. The results of this study are in line with the research of Raihan and Zaki (2023) who stated that the implementation of the STAD model can improve students' speaking skills because it encourages active participation and cooperation between students in the learning process. In addition, the results of this study are also supported by the research of Ardhiaswari et al. (2023) who found that the implementation of the STAD model has a significant effect on the speaking skills of elementary school students. It has a significant influence on the speaking skills of elementary school students. The similarity of these results indicates that the characteristics of STAD which emphasize group cooperation, discussion, and shared responsibility are able to create a learning environment that encourages students to be more active in speaking and interacting during the learning process. The similarity of these results indicates that learning that is centered on group activities and interaction between students is able to create a more meaningful learning experience so that students' speaking skills can develop optimally.

V. CONCLUSION

The findings demonstrate that the Student Teams Achievement Division (STAD) learning model significantly improves fifth-grade students' English speaking skills compared with direct instruction. The hypothesis test indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, confirming a significant difference in students' speaking performance. This finding is further supported by the N-Gain results,

with the experimental class achieving a higher gain score (0.46) than the control class (0.37). Moreover, the experimental class obtained a higher mean post-test score (82.20) than the control class (77.70). The inferential analysis also showed improvement in both groups, with the reported t-test values of -2.45 for the experimental class and -3.47 for the control class, compared with the critical value of 2.01. Overall, the greater N-Gain and higher mean score achieved by the experimental group indicate that STAD is more effective than direct instruction in developing students' English speaking skills. Therefore, STAD can be considered an effective cooperative learning model for supporting speaking development among fifth-grade students at SDIT Al-Hikmah, Tangerang City.

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