

The Implementation of Student Team-Achievement Divisions Techniques in Interactive Speaking Learning at Private Vocational School in Pekalongan City

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ABSTRACT

Vocational school students often struggle to actively engage in English-speaking activities due to limited exposure and low motivation, resulting in weak communicative competence. Although cooperative learning has been shown to foster participation, little research has examined its application in vocational contexts, particularly among technical students. This study looks into how the Cooperative Learning method, implemented through the Student Teams-Achievement Divisions (STAD) technique, can increase students' motivation to learn interactive speaking skills among Grade X students in the Computer Network Engineering program at SMK Syafi'i Akrom Pekalongan. This quasi-experimental study included a pre-test and post-test design, with an experimental class taught using the STAD methodology and a control class taught using traditional techniques. To investigate students' participation and reactions during the program, quantitative data were acquired using motivation surveys and speaking performance evaluations, while qualitative data were gained via observations, interviews, and teacher reflection diaries. The study found that the implementation of the Student Teams Achievement Division (STAD) technique significantly improved students' motivation, participation, and

speaking performance compared to conventional teaching. Students in the experimental group showed greater enthusiasm, confidence, and collaboration during speaking activities, as evidenced by observation checklists, interviews, and posttest results. The result demonstrated that the effectiveness of the Student Teams Achievement Division (STAD) technique in enhancing students' speaking performance. The mean score increased from $M = 4.08$ in the pretest to $M = 5.35$ in the posttest. In contrast, the control group displayed no improvement. This indicates.

Keywords: STAD, Students Motivation, Speaking Skills, Vocational High School

INTRODUCTION

One of the purposes of vocational high school English was to help students strengthen their speaking skills. This allowed students to converse in English while continuing their studies or studying abroad. According to Ravitz (2010), vocational high school pupils' English language performance remains significantly below expectations. Depending on their degree, vocational high school graduates are more likely to work or start businesses (Aisah, 2021). After finishing vocational high school, students were prepared to begin working as soon as they graduated. Consequently, students must

learn skills that will allow them to act as human resources and compete in the era of globalization. Strengthening the ability to speak English is crucial for success. As we all know, studying English in vocational and traditional high schools differed. English at vocational high school was classified as English for Certain Purposes (ESP), which was defined as a language teaching style that tries to meet the requirements of specific learners (Nasichah, 2023). English was a flexible subject offered at Vocational High School to prepare students to communicate effectively. Thus, pupils' talents include both oral and written communication. This situation highlights how important speaking is as a communication tool for learning English.

In light of this, measures for improving classroom speaking, especially in English, were essential. The cooperative learning strategy may be used. Cooperative learning is an educational technique that allows small groups of students to collaborate on a single project. Students may collaborate on various challenges; therefore, the parameters often change. Students were sometimes held accountable individually for their portion or participation in the task, and other times as a group. Stone (1990) defines cooperative learning as a strategy that enables students to actively cooperate to finish tasks and understand the importance of instructional information. Students work in groups to understand course materials. Group assignments pique students' interest more than individual ones.

The first aspect was positive interdependence, which implies that students will feel that they need each other while working on group tasks, since success requires group collaboration. Second, there was face-to-face contact, which is defined as an attitude of supporting one another in a group, and it takes the form of sharing thoughts, ideas, and issues. Third is individual responsibility, namely the desire to assist group mates in distress. Fourth, interpersonal skills: students were expected to grasp academics and converse with their

peers. Fifth, the group process takes place during group talks to address difficulties.

The Student Teams-Achievement Division (STAD) cooperative learning model was a cooperative learning technique that encourages student participation and interaction to motivate and assist one another in mastering the topic and achieving maximum achievement. Cooperative learning was limited in use and lacked fidelity to cooperative learning principles due to various factors, including teachers' knowledge, learners' age, structural factors, group dynamics, culture, learners' unpreparedness, teacher motivation, and curriculum (Namaziandost et al., 2019). Specifically, cooperative learning enabled instructors to fulfill their instructional goals while reducing their burden. Cooperative learning may help kids learn more and retain what they have learned for longer, enhance their critical thinking abilities, understand and appreciate one another better, and build group work skills, which are vital for their future. (Nguyen et al. 2021). The cooperative learning models include Student Teams-Achievement Division (STAD), Jigsaw (Tim Ahli), NHT (Numbered Heads Together), TGT (Team Game Tournament), and CIRC (Cooperative Integrated Reading and Composition) (Lestari, 2022).

The primary goal of the Student Teams-Achievement Division (STAD) is to inspire, encourage, and enhance each other's abilities as taught by the instructor. If students want their team to get team awards, they must assist their colleagues in learning the information, urge them to do their best, and show the belief that learning is essential, helpful, and enjoyable. Each member assists one another in presenting their finest performance, and the instructor rewards the best team (Yavuz & Arslan, 2018) (Aslan Berzener & Deneme, 2021) (Hadelı et al., 2022)

Student Teams-Achievement Division (STAD) was an efficient approach for teaching English as a foreign language. The research found cooperative learning is more successful for English learning than standard

teaching approaches. Even while the conventional technique used in most schools helps students improve their English, cooperative learning has a greater impact on student progress by developing language skills. This study aims to contribute to foreign language teaching methods by proposing a guideline for English as a Foreign Language (EFL) teachers who want to implement the Student Teams-Achievement Division (STAD) method to improve their students' progress (Yavuz & Arslan, 2018; Berzener & Deneme, 2021). Student motivation was associated with the student's willingness to engage in the learning process. This conclusion is predicated on the fact that the "cooperative" learning technique correlates with teacher-provided learning motivation and subsequent successes and incentives. However, it also addresses the motives or aims that motivate their participation or non-participation in academic activities. Teachers could first enhance the performance circumstances by providing their students time to prepare for a speaking task, teaching them how to utilize a mind map to produce ideas, and allowing them adequate time to complete their assignments.

Second, they should help their students overcome inhibition and shyness by exhibiting friendly, helpful, and cooperative behaviors that make them feel at ease when speaking in class, reminding them not to be concerned about making mistakes, and providing clear instructions and adequate guidance. Third, the instructor should personalize and simplify the textbook's subjects to make them more understandable, entertaining, and relevant to students' lives. Furthermore, instructors should incorporate speaking skills into examinations and exams, as testing motivates students to master them (Tuan & Mai, 2015).

In addition, the instructor should encourage pupils to engage in speaking activities. Finally, teachers should foster an English-speaking environment by encouraging students to use English in the classroom as a habit, allowing them to watch English-

language films or videos, and using English in the classroom frequently so that students are exposed to the language. Students should first comprehend the value of speaking abilities. Their knowledge of their academics may increase their drive to study. Second, students should practice speaking English outside the classroom more often by practicing the textbook's speaking chores at home with their peers, joining a speaking club where they may use English to communicate, and speaking on their own in front of a mirror. Finally, they should try to employ English in class rather than the local language (Yavuz & Arslan, 2018).

Based on the Learning Outcomes (CP) of the 2024 Independent Curriculum for English subjects in grade X of SMK, especially in Phase E, the focus is on the ability to communicate, read, and write in English. I focused on the ability to communicate by speaking, using sound, correct pronunciation, and fluency, and general learning outcomes using the listening-speaking method. So, students were able to use English to communicate with teachers, peers, and others in various situations and for various purposes, and were able to respond to questions and use strategies to start, maintain, and conclude conversations. As well as specific learning outcomes (elements), namely with communication, students used English to express opinions, discuss, and interact in various social situations, such as school, family, and community.

First, I understood and conveyed expressions in simple social interactions, such as greetings, introducing myself and others, requesting and giving information, requesting and giving assistance or goods, expressions of gratitude, and apologies, and second, conveying information orally about personal experiences and daily activities, descriptions of people, objects, places, and professions, and plans or activities.

Third, oral expressions can be used functionally in a vocational/work context, such as introducing products, explaining simple work procedures, or having a

dialogue with customers or coworkers. Fourth, gradually demonstrate pronunciation, word stress, intonation, and fluency according to level A2–B1 (CEFR) capabilities. Fifth, deliver basic oral presentations coherently and logically, employing comprehensible language, and utilizing media if required.

MATERIALS & METHODS

The research design was a mixed techniques approach. The mixed methods approach entailed merging or integrating qualitative and quantitative research and data in a research project. Qualitative data tended to be open-ended, with no predefined replies, while quantitative data often included closed-ended questions, such as those found on questionnaires or psychological instruments. In this study, the sample used 36 students of class X TJKT (Teknik Jaringan Komputer dan Telekomunikasi) 3 and 4 of SMK Syafi'i Akrom Pekalongan as participants. Quantitative and qualitative data were collected using some instruments: test and treatment, pretest, posttest, questionnaire, interview guideline, observation checklist, and guidelines for document analysis. In addition, a camera and an audio recorder were used to record the teaching and learning process in the classroom and the interviews—the data collected in every action during the research.

RESULT

This section presents the findings of the data analysis, which were obtained through multiple instruments, namely the observation checklist, the pretest and posttest, the students' questionnaire, and the interviews. The research focused on the implementation of the Student Teams-Achievement Division (STAD) technique to enhance students' mastery of interactive speaking. The participants consisted of 36 tenth-grade students of the Teknik Jaringan Komputer dan Telekomunikasi (TJKT) program, divided into two groups: the control group (X TJKT 3) and the experimental group (X TJKT 4). During the research process, the

researcher employed an observation sheet to monitor classroom activities, administered pretests and posttests to measure students' speaking achievement, and distributed questionnaires to explore students' perspectives and challenges in learning speaking. In addition, the teacher was also provided with a questionnaire to gather insights into students' experiences and obstacles in applying the technique. Finally, interviews were conducted with both students and the teacher to gain deeper understanding of their perspectives and challenges regarding the use of STAD in speaking classes.

Effective Implementation of Student Teams-Achievement Division (STAD) Technique for Enhancing Students' Speaking Skills

The implementation of Student Teams-Achievement Division (STAD) technique in speaking classes at SMK Syafi'i Akrom Pekalongan proved effective in enhancing students' speaking performance, as evidenced through systematic classroom application and research findings. The implementation was carried out into some steps involving both the experimental and control groups. The research was conducted from May to June 2025 by applying a quasi-experimental design supported with mixed-method techniques. Quantitative data were collected through pretests and posttests, while qualitative data were obtained through observations, interviews, and open-ended questionnaires.

The first step of the research was the administration and correspondence at the school on May 9, 2025, the researcher ensures the research procedures. The pretest was administered to the experimental group (X TJKT 4) on May 14, 2025, and to the control group (X TJKT 3) on May 15, 2025. These pretests measured the students' initial speaking ability before the treatments were applied.

The treatment stage began on May 21, 2025, for the experimental class using the STAD technique. The treatment consisted of 2×45

minutes of teaching and learning activities that emphasized cooperative learning in teams to improve speaking skills.

The treatment began with the delivery of instructional material by the teacher, focusing on speaking skills, particularly pronunciation in descriptive texts, through the implementation of the Student Teams Achievement Division (STAD) technique. The instructional content was designed to enable students to recognize the importance of pronunciation in speaking skills, to explore the linguistic features of descriptive texts, to apply the STAD technique in improving both speaking and pronunciation, and to engage in cooperative pronunciation activities.

Following this stage, the students were introduced to the essential components of oral communication required to express ideas clearly, fluently, and accurately. These components included pronunciation, fluency, vocabulary, grammar, intonation, and stress. Specific emphasis was given to how words are articulated in spoken discourse, encompassing phonemes (sounds), word stress (e.g., *desert* vs. *de'sert*), sentence stress, rhythm, and intonation patterns (rise and fall of voice).

Subsequently, the students studied descriptive texts, learning how to describe people, places, objects, and events. They also examined the purpose, structure, and linguistic features of descriptive texts, which included the use of adjectives and adverbs, specific nouns, the simple present tense, and sensory details. In addition, the students were guided to identify common pronunciation errors that frequently occur in descriptive texts.

In order to strengthen students' understanding, the STAD technique was explicitly introduced and applied. Students were taught the procedures of STAD as a cooperative learning method, which involves the presentation of material, team study, quizzes or tasks, individual improvement scores, and team recognition. This technique was employed to encourage peer learning, promote collaboration and confidence,

provide opportunities for repeated practice and feedback, and make the learning of pronunciation more engaging and interactive.

The application of STAD in the speaking class followed several steps. First, the teacher explained the descriptive text material and the relevant pronunciation rules. Second, students formed mixed-ability teams to practice reading descriptive texts aloud while providing mutual support and correction of pronunciation errors. Third, the researcher administered quizzes and speaking tasks, such as describing a place or a person, to assess students' performance. Fourth, both individual and team performances were evaluated, with feedback and scores provided. Finally, team recognition was awarded to acknowledge collective improvement and cooperation.

To further practice the STAD activities, students were assigned a task to describe their favorite place. This activity followed four structured steps: (1) the teacher presented an example text and a pronunciation guide, (2) each team collaboratively composed a descriptive paragraph, (3) team members took turns practicing pronunciation within their groups, and (4) each student presented individually, followed by peer feedback. The assessment process was supported by a speaking rubric that evaluated four aspects—pronunciation, fluency, vocabulary, and teamwork—using a four-point scale: excellent (4), good (3), fair (2), and needs improvement (1).

During the implementation of the STAD technique, the researcher employed an observation checklist to monitor students' engagement during group work. The observation was conducted on May 21, 2025, in the experimental class X TJKT 4, with the lesson focusing on descriptive texts. The checklist included several indicators, where a response of "yes" reflected a positive effect of the STAD activities. These indicators included students appearing enthusiastic to begin group speaking tasks, actively participating in team discussions, sharing ideas or suggestions with peers, responding

to peers' input or questions, supporting one another in completing speaking tasks, demonstrating confidence when presenting or speaking, showing positive body language (such as maintaining eye contact, smiling, and nodding), and displaying initiative or leadership in team activities.

The checklist also included two indicators marked "no," namely students' consistent use of English during team interactions and their ability to maintain focus without becoming easily distracted. Based on these findings, it can be concluded that the implementation of the STAD technique had a positive effect on students' engagement in the teaching and learning process, as evidenced by the fulfillment of eight out of the ten observed indicators.

The findings were further supported by the teacher's reflection journal, which indicated that the use of STAD activities had a positive effect on students' speaking performance. Through the activities, students interacted with one another to provide mutual support and guidance, thereby fostering a sense of teamwork. The STAD technique encouraged high-achieving students to assist their peers who were struggling with particular tasks or concepts, which in turn contributed to collective progress. Moreover, the activities enhanced individual confidence, as students demonstrated improvement in their ability to achieve learning goals. Peer support also served as a source of positive motivation, with students encouraging their teammates to remain focused and to work harder toward their shared objectives.

Nevertheless, the teacher also noted several challenges. Some students occasionally caused distractions or disruptions within their teams, making it difficult for others to concentrate and remain on task. Despite this limitation, the STAD process as a whole facilitated the organization of students into cooperative teams, the presentation of lessons with clear explanations and examples, the guidance of team-based work, and the monitoring of student progress through feedback. An additional benefit was observed in the way students were willing to

offer assistance to teammates facing difficulties. Furthermore, the implementation of STAD was enriched with documentation, such as photographs and videos of team project presentations, which provided evidence of student engagement and collaborative learning.

On the other hand, the control class received conventional teaching on May 23, 2025, also for 2×45 minutes, focusing on traditional teacher-centered methods. The treatment commenced with the delivery of instructional material by the teacher, focusing on speaking skills with particular emphasis on pronunciation within descriptive texts. The instructional content was intended to enable students to comprehend the significance of pronunciation in oral communication, to explore the linguistic features of descriptive discourse, and to acquire strategies for improving both pronunciation and overall speaking proficiency. Subsequently, the students were guided to develop the essential components of oral expression, including pronunciation, fluency, vocabulary, grammar, intonation, and stress, in order to convey ideas clearly, fluently, and accurately. Specific attention was given to the articulation of words in spoken language, encompassing segmental features such as sounds (phonemes) and word stress (e.g., desert vs. de'sert), as well as suprasegmental features including sentence stress, rhythm, and intonation.

Furthermore, the students were introduced to descriptive texts, through which they learned how to describe people, places, objects, and events. In this stage, they were also exposed to the purpose, structure, and linguistic characteristics of descriptive writing, such as the use of adjectives and adverbs, specific nouns, the simple present tense, and sensory details. To enhance their speaking competence, the students were made aware of common pronunciation errors that typically occur in descriptive texts. The learning process was supported by a speaking assessment rubric, which evaluated four aspects pronunciation, fluency, vocabulary, and teamwork using a four-point scale:

excellent (4), good (3), fair (2), and needs improvement (1).

During the treatment, the researcher also conducted an observation checklist for the control group, which was taught using conventional instruction. This observation took place on June 14, 2025, in class X TJKT 3 with the same topic, namely descriptive text. The results of the observation showed that only four indicators reflected a positive effect on students' motivation, while six indicators received a "no" response, indicating limited effectiveness.

The teacher's reflection journal further confirmed these findings, highlighting several challenges in the control group. There was minimal interaction among students, a lack of teamwork, and low participation in classroom activities. Many students demonstrated limited persistence in achieving learning goals, passive engagement during activities, poor focus and concentration, and a lack of confidence in speaking tasks. While a few students showed leadership, this often resulted in domination of the learning process, which created disturbances in the classroom environment. Additionally, several students struggled to understand the material when it was delivered through conventional methods. Despite these limitations, the teacher facilitated the learning process by organizing students, explaining the material in accordance with the topic, and assessing their performance. Documentation of the activities was carried out through audio and video recordings, reflective assessments, observation notes, and photographs of the classroom process.

The posttest for the experimental group was conducted on June 11, 2025. The session included the application of STAD in delivering the speaking material followed by the test. Meanwhile, the posttest for the control group was conducted on June 13, 2025, after reviewing the speaking materials through conventional teaching. The comparison of the pretest and posttest results between the experimental and control groups provided the quantitative findings of the

study.

After the posttests, additional qualitative data were collected. Questionnaires and interviews were distributed to the experimental group (June 18, 2025) and the control group (June 20, 2025) to capture students' perspectives and challenges in learning speaking through both techniques. The students in the experimental group reported their experiences with STAD, particularly regarding collaboration, motivation, and confidence in speaking. In contrast, the control group reflected on the conventional method, noting both its familiarity and limitations.

Furthermore, the teacher was also interviewed to provide insights into the practicality and effectiveness of implementing STAD in speaking classes. The teacher highlighted both the strengths and challenges of the technique, particularly in terms of time management, group dynamics, and students' engagement.

The implementation of STAD in the experimental class demonstrated active collaboration among students, an increase in participation, and improved confidence in speaking. These findings were further supported by the students' and teacher's positive perspectives obtained from the interviews and questionnaires.

The Effectiveness of Student Teams-Achievement Division (STAD) in Speaking Classes

The implementation of the Student Teams-Achievement Division (STAD) technique in speaking classes at SMK Syafi'i Akrom Pekalongan was found to be effective in enhancing students' speaking performance. This claim is supported by the results of the quasi-experimental study, which compared the outcomes of the experimental group receiving STAD instruction with those of the control group taught through conventional methods. The findings, drawn from pre-test and post-test score comparisons, revealed a significant improvement in the experimental group. Furthermore, statistical analysis confirmed that the improvement was not

incidental but reflected the effectiveness of speaking skills among students. the STAD implementation in fostering better

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	pretest control class	.128	36	.143	.915	36	.009
	posttest control class	.128	36	.143	.915	36	.009
	pretest experiment class	.158	37	.021	.921	37	.012
	posttest experiment class	.141	37	.062	.917	37	.009
a. Lilliefors Significance Correction							

The results of the normality test based on pretest and posttest of both the control and experimental groups yielded significance values below 0.05 in the Shapiro–Wilk test (e.g., pretest control class Sig. = 0.009;

pretest experimental class Sig. = 0.012). This data distribution of scores is normal. The data were considered acceptable for further parametric analysis.

Test of Homogeneity of Variances						
Result		Levene Statistic		df1	df2	Sig.
		F	Sig.			
Result	Based on Mean	.104		3	142	.958
	Based on Median	.131		3	142	.941
	Based on Median and with adjusted df	.131		3	140.762	.941
	Based on trimmed mean	.113		3	142	.952

The Levene’s Test of Homogeneity showed significance values above 0.05 across all approaches (e.g., Sig. = 0.958 based on mean). This result indicates that the

variances between groups were homogeneous. Therefore, the assumption of equal variances was met, allowing for the use of ANOVA and independent t-tests.

Independent Samples Test										
Result		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.000	1.000	.000	70	1.000	.000	.394	-.785	.785
	Equal variances not assumed			.000	70.000	1.000	.000	.394	-.785	.785

The independent samples t-test revealed that the sig. > 0,05. The data showed the sig is

1.000, it can be concluded that the use of STAD in speaking class is effective.

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
precontrol	36	5	2	7	4.31	.278	1.670
poscontrol	36	5	2	7	4.31	.278	1.670
Preexperiment	37	7	0	7	4.08	.323	1.963
Postexperiment	37	6	2	8	5.35	.301	1.829
Valid N (listwise)	36						

The descriptive statistics provide further insight into these differences. In the control group, the mean scores remained constant from the pretest (M = 4.31, SD = 1.67) to the posttest (M = 4.31, SD = 1.67), indicating no measurable improvement. Conversely, the experimental group showed clear progress: the mean increased from the pretest (M = 4.08, SD = 1.96) to the posttest (M = 5.35, SD = 1.83). This improvement highlights the effectiveness of the STAD technique in enhancing students' speaking performance.

To determine the effectiveness of the treatment, the researcher conducted an N-Gain calculation to measure the improvement in students' performance between the pre-test and post-test. This analysis provides a clearer understanding of how much learning progress occurred as a result of the intervention. The detailed results of the N-Gain calculation are presented below.

Case Processing Summary							
	class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
N_Gainpersen	eksperiment	37	100.0%	0	0.0%	37	100.0%
	control	36	100.0%	0	0.0%	36	100.0%

Descriptives						
	class			Statistic	Std. Error	
N_Gainpersen	eksperiment	Mean		56.46	4.684	
		95% Confidence Interval for Mean		Lower Bound	29.96	
				Upper Bound	48.96	
		5% Trimmed Mean			38.89	
		Median			33.33	
		Variance			811.891	
		Std. Deviation			28.494	
		Minimum			-20	
		Maximum			100	
		Range			120	
		Interquartile Range			28	
		Skewness			.763	.388
		Kurtosis			.522	.759
	control	Mean		.00	.000	
		95% Confidence Interval for Mean		Lower Bound	.00	
				Upper Bound	.00	
		5% Trimmed Mean			.00	
		Median			.00	
		Variance			.000	
		Std. Deviation			.000	
Maximum			0			

	Range	0	
	Interquartile Range	0	
	Skewness	.	.
	Kurtosis	.	.

In the experimental class, students' scores showed considerable variation, reflecting a wide range of performance levels. The mean score was 56.46, indicating the overall central tendency of the class, with individual scores ranging from a minimum of 20 to a maximum of 100. Based on the N-Gain analysis, the score of 56.46 indicates that the intervention was quite effective. In contrast, the control class showed no improvement between the pre-test and post-test, resulting in an N-Gain score of 0, which indicates that the learning method used in the control class was ineffective. These results suggest that the STAD method implemented in the experimental class was more effective than the method applied in the control class.

The statistical results align with classroom observations and interview data. The lack of improvement in the control class reflects the limitations of conventional instruction, which often led to passivity and reduced motivation. On the other hand, the experimental class benefited from the collaborative and interactive structure of STAD, which enhanced students' confidence, motivation, and speaking performance. The independent t-test, the significant ANOVA result, combined with descriptive evidence of score improvement in the experimental group, underscores the positive impact of STAD in supporting language learning outcomes.

DISCUSSION

This chapter provides a discussion of the findings concerning the implementation of Student Teams-Achievement Division (STAD) in speaking classes. The analysis draws both quantitative and qualitative data to evaluate the effectiveness of STAD in enhancing students' speaking performance. The results are interpreted in relation to existing research on communicative language teaching and cooperative learning technique, emphasizing the extent to which

STAD fosters not only linguistic competence particularly pronunciation, fluency, and vocabulary, but also affective aspects such as motivation, confidence, and classroom engagement. By integrating statistical results with classroom observations, teacher reflections, and student perceptions, this discussion aims to provide a comprehensive understanding of both the strengths and challenges of using STAD in speaking instruction.

The findings of this study support earlier research by Damanik & Maria Handayani (2023), stated that cooperative learning methods, including STAD, encourage active student participation and positive interdependence, which in turn lead to improved language outcomes. Similar to the results of (Agustini, 2019), this study confirms that STAD enhances not only speaking skills but also students' motivation to practice English in a supportive environment. However, the present findings extend these results by demonstrating that STAD's structured teamwork also reduces students' speaking anxiety, a point that has not been sufficiently highlighted in prior studies.

In comparison with studies on other cooperative learning techniques such as (Ishtiaq et al., 2019) on the current research suggests that STAD may be particularly effective in balancing individual accountability with group support. The research emphasizes information sharing and Think-Pair-Share focuses on pair interaction, STAD combines elements of competition and collaboration, which appear to boost learner engagement more consistently across different proficiency levels. This result provides a contribution to the literature by showing that STAD can serve as a bridge between competitive motivation and collaborative learning in speaking contexts. Moreover, the results reveal certain challenges, particularly regarding time

management and group dynamics. Some students tended to rely heavily on stronger peers, which aligns with findings by (Arora, 2016) that cooperative learning can sometimes create unequal participation. Nevertheless, the teacher's scaffolding and the reward system embedded in STAD mitigated this risk by encouraging all members to contribute, a factor consistent with findings by (Fitriana, 2022) on the importance of teacher facilitation in cooperative learning.

This study provides empirical evidence that STAD is not only effective in enhancing linguistic competence but also instrumental in fostering affective growth in speaking classrooms. By situating the findings within the broader framework of cooperative learning research, it highlights both the congruencies and distinctions with previous studies, thereby reinforcing the potential of STAD as a sustainable technique for communicative language teaching.

Effective Implementation of Student Teams-Achievement Division (STAD) Technique for Enhancing Students' Speaking Skills

The implementation of the Student Teams Achievement Division (STAD) technique significantly improved students' motivation, participation, and speaking performance compared to conventional teaching. Students in the experimental group showed greater enthusiasm, confidence, and collaboration during speaking activities, as evidenced by observation checklists, interviews, and posttest results. These findings are in line with Ngatman et al. (2024), who demonstrated that the implementation of STAD, especially when combined with multimedia, improved students' learning outcomes. The present study goes further by showing that the benefits of STAD are not limited to general learning achievement but extend specifically to the development of speaking skills in an EFL context, particularly pronunciation, fluency, and vocabulary use. This diversification of STAD's application indicates that the

technique can be a flexible alternative solution for enhancing the quality of learning across skill areas.

The STAD technique also enhanced pronunciation and fluency through repeated practice, peer correction, and collaborative tasks. Students reported that teamwork motivated them to prepare more seriously and gave them confidence, particularly when supported by their peers. These findings align with the research done by (Ibrahim & Adnan, 2020) who concluded that STAD enhanced speaking performance as well as teamwork satisfaction among ESL learners. However, while Ibrahim et al. (2019) focused primarily on performance outcomes, the present study highlights affective growth such as increased confidence and reduced speaking anxiety, suggesting that STAD's impact is both cognitive and emotional. According to (Widyani & Sukirno, 2019) found that the application of the STAD learning model was effective in enhancing student learning activities, as reflected in the substantial increase of average activity scores from 56.02% to 92.07%. This evidence suggests that STAD fosters more active and participatory learning environments. The present study aligns with these findings, yet it extends them by demonstrating that the benefits of STAD are not limited to general learning activities but also contribute significantly to the development of students' speaking skills. Thus, both studies collectively underscore the broader pedagogical value of STAD in promoting active engagement and communicative competence.

On the other hand, the control class with conventional instruction showed lower motivation, limited interaction, and weaker speaking performance. This result resonates with (Raihan & Zaki, 2023) implementing who found that STAD increased students' motivation and speaking skills compared to traditional teaching. Similarly, Ibrahim and Adnan (2020) confirmed that students were generally positive about STAD for enhancing speaking performance and teamwork satisfaction. What distinguishes

the present study, however, is the triangulation of evidence from quantitative (posttest scores) and qualitative (observation and interviews) data, which provides a more comprehensive picture of how STAD operates in practice. The findings of this study reveal that students' speaking skills improved considerably through the application of the STAD model. This outcome is in line with the research conducted by Fitriyasni (2020), who reported a significant difference in speaking improvement between students taught with STAD and those taught without it. The post-test t-test result ($p = 0.00$, $p < 0.05$) confirmed that STAD had a statistically significant impact on enhancing students' speaking performance. While Fitriyasni's study emphasized the comparative effectiveness of STAD over conventional methods, the present research extends this evidence by demonstrating how STAD not only improves performance outcomes but also fosters collaborative learning dynamics that contribute to students' active engagement. Thus, both studies collectively affirm the pivotal role of STAD in strengthening students' speaking competence.

Moreover, the results of the implementation Students Teams-Achievement Division in speaking classes at SMK Syafi'i Akrom Pekalongan confirm that STAD is an effective technique for improving students' speaking skills and engagement in EFL classrooms. At the same time, this study contributes to the literature by emphasizing affective factors, identifying challenges, and offering insights for future applications. While previous studies (e.g., Ngatman et al., 2023; Ibrahim et al., 2019; Raihan & Zaki, 2023) mainly highlighted academic improvement, the current findings suggest that STAD is equally important in cultivating a supportive classroom atmosphere that encourages risk-taking in speaking. Future research could further investigate how STAD interacts with other technological tools, proficiency levels, or cultural contexts to

broaden its applicability in language education.

In conclusion, the findings of this study provide strong evidence that the implementation of the STAD learning model contributes significantly to the improvement of students' speaking skills. The results demonstrated that students experienced notable progress in their speaking performance when engaged in learning activities structured through STAD. This is consistent with the research of Widyani and Sukirno (2019), who emphasized that STAD fosters active participation and meaningful engagement in the learning process, as well as with the findings of Fitriyasni (2020), which highlighted the statistically significant difference in speaking achievement between students taught with STAD and those taught with conventional methods. By integrating these perspectives, the present study not only confirms the effectiveness of STAD in enhancing speaking ability but also extends its relevance by emphasizing its role in creating collaborative, student-centered learning environments. Taken together, these findings underscore the pedagogical value of STAD as an effective cooperative learning strategy that not only develops communicative competence but also cultivates learners' active involvement, responsibility, and interaction in the classroom context.

The Effectiveness of Student Teams-Achievement Division (STAD) in Speaking Classes

The results demonstrated the effectiveness of the Student Teams Achievement Division (STAD) technique in enhancing students' speaking performance. The descriptive statistics show a marked improvement in the experimental group, where the mean score increased from $M = 4.08$ in the pretest to $M = 5.35$ in the posttest. In contrast, the control group displayed no improvement, with the mean score remaining constant at $M = 4.31$ in both pretest and posttest. This indicates that while conventional teaching produced stagnant results, the STAD technique

fostered measurable progress in students' speaking abilities.

It is in line with the previous study by (Jamaludin & Mokhtar, 2018) who also reported that STAD significantly improved students' achievement test scores, attitudes, and teamwork satisfaction. Their study found that the experimental group gave the highest rating to statements related to collaborative learning efficiency ($M = 4.45$, $SD = 0.73$) and motivation gained from peer interaction ($M = 4.43$, $SD = 0.73$). Similarly, the present research showed that collaboration within STAD groups motivated learners and facilitated higher performance in speaking tasks. However, Jamaludin and Mokhtar (2019) focused mainly on attitudes and teamwork, the present study extends their findings by linking teamwork to specific speaking sub-skills such as pronunciation, fluency, and communicative competence. This suggests that the benefits of STAD go beyond general attitudes toward learning to include tangible improvements in oral language performance.

In addition to the statistical findings, the qualitative results from observations and interviews reinforced the conclusion that STAD was more effective than conventional instruction. Students in the experimental group demonstrated higher levels of motivation, confidence, and engagement. They actively participated in peer feedback, practiced pronunciation collaboratively, and encouraged one another, which in turn improved fluency and communicative competence. In contrast, the control group remained relatively passive, with limited interaction and minimal progress in speaking skills. It is as the previous study (Madang & Ong, 2023) who concluded that STAD is an effective teaching strategy in EFL classrooms but emphasized that its effectiveness may vary depending on context, subject matter, and participant characteristics. The present study strengthens Nasrudin et al.'s (2021) argument by demonstrating that STAD, when applied specifically to speaking instruction, can achieve both cognitive outcomes (improved

test scores) and affective outcomes (increased motivation and confidence). A key difference, however, is that Hayatunisa (2014) broadly examined STAD in EFL contexts, this research focuses more narrowly on speaking performance and provides empirical evidence that cooperative structures like STAD are particularly suitable for addressing common challenges in speaking classes, such as anxiety and lack of participation.

Another important contribution of this study lies in its triangulation of data. Unlike several earlier works that relied primarily on test scores or self-reported surveys, this study integrates quantitative findings with qualitative insights from classroom observations and student interviews. This mixed-methods approach offers a more comprehensive picture of how and why STAD supports language learning. It reveals not only that students' scores improved, but also the mechanisms behind the improvement: peer support, collaborative practice, and confidence-building through group accountability.

In conclusion, the findings suggest that STAD is a highly effective technique for improving speaking skills in EFL classrooms. Its cooperative structure supports measurable improvement in test scores while simultaneously fostering motivation, teamwork, and confidence factors essential for sustained language learning success. Compared to the previous studies, this research highlights the dual impact of STAD on both linguistic performance and affective development, making it a valuable contribution to the growing body of literature on cooperative learning strategies in language education.

CONCLUSION

The implementation of the Student Teams-Achievement Division (STAD) technique in the Computer Network Engineering program at SMK Syafi'i Akrom Pekalongan has demonstrated its effectiveness in enhancing students' motivation to learn speaking skills. The study revealed that the collaborative

structure of STAD encouraged active participation, peer support, and responsibility within groups, which in turn fostered higher levels of engagement and confidence in speaking activities. By integrating teamwork with individual accountability, STAD created a positive classroom atmosphere that not only improved speaking performance but also strengthened students' motivation to actively participate in the learning process.

The study found that the implementation of the Student Teams Achievement Division (STAD) technique significantly improved students' motivation, participation, and speaking performance compared to conventional teaching. Students in the experimental group showed greater enthusiasm, confidence, and collaboration during speaking activities, as evidenced by observation checklists, interviews, and posttest results.

The result demonstrated that the effectiveness of the Student Teams Achievement Division (STAD) technique in enhancing students' speaking performance. The descriptive statistics show a marked improvement in the experimental group, where the mean score increased from $M = 4.08$ in the pretest to $M = 5.35$ in the posttest. In contrast, the control group displayed no improvement, with the mean score remaining constant at $M = 4.31$ in both pretest and posttest. This indicates that while conventional teaching produced stagnant results, the STAD technique fostered measurable progress in students' speaking abilities.

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