

## Students Teams – Achievement Division (STAD) for Enhancing Speaking Performance and Teamwork Satisfaction in English as a Second Language (ESL) Classrooms

### *Pembahagian Pencapaian Pasukan Pelajar (STAD) untuk Meningkatkan Prestasi Pertuturan dan Kepuasan Kerja Berpasukan dalam Kelas Bahasa Inggeris sebagai Bahasa Kedua (ESL)*

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#### ABSTRACT

*The purpose of this study was to examine students' perceptions toward the use of the Students Teams – Achievement Division (STAD) in enhancing their English speaking performance. This study also investigated the extent to which teamwork satisfaction can be achieved through the application of STAD. STAD is a cooperative learning strategy that involves small groups of students with different levels of abilities collaborating to accomplish a shared learning goal. A total of 73 students in a government-funded national school in a suburban area of the district of Semenyih, Selangor, Malaysia were selected through purposive sampling in this study. Students were assigned to five or six-member heterogeneous groups, and a three-step cycle was initiated once the assignment of students was created. The three-step cycle included teaching, team study, and testing. Data was collected via a survey and a set of questionnaires was distributed to the students after applying STAD in their lessons for two months. The findings obtained provided evidence that students were generally positive about using STAD to enhance their speaking performance and teamwork satisfaction. Thus, it can be concluded from this study that STAD encourages students to actively participate in the classroom, build up their confidence, and improve their communication skills. It was therefore recommended that teachers should consider using STAD in teaching English and other content areas, utilizing students' collaboration to enhance learning and maximize interaction among the group.*

*Keywords: Cooperative learning; speaking performance; students' perceptions; students teams – achievement division; teamwork satisfaction*

#### ABSTRAK

*Tujuan kajian ini adalah untuk mengkaji persepsi pelajar terhadap penggunaan Pasukan Pelajar – Bahagian Pencapaian (STAD) dalam meningkatkan prestasi berbahasa Inggeris mereka. Kajian ini juga mengkaji sejauh mana kepuasan kerja berpasukan dapat dicapai melalui penerapan STAD. STAD adalah strategi pembelajaran koperatif yang melibatkan kumpulan kecil pelajar dengan tahap kemampuan yang berbeza bekerjasama untuk mencapai tujuan pembelajaran bersama. Seramai 73 orang pelajar di sebuah sekolah kebangsaan yang dibiayai oleh kerajaan di kawasan pinggir bandar di daerah Semenyih, Selangor, Malaysia dipilih melalui persampelan bertujuan dalam kajian ini. Pelajar ditugaskan kepada lima atau enam anggota kumpulan heterogen, dan satu kitaran tiga langkah dimulakan sebaik sahaja tugas pelajar dibuat. Kitaran tiga langkah merangkumi pengajaran, kajian pasukan, dan ujian. Data dikumpulkan melalui tinjauan dan satu set soal selidik diedarkan kepada para pelajar setelah menerapkan STAD dalam pelajaran mereka selama dua bulan. Penemuan yang diperolehi memberikan bukti bahawa pelajar secara amnya positif menggunakan STAD untuk meningkatkan prestasi bertutur dan kepuasan kerja berpasukan. Oleh itu, dapat disimpulkan dari kajian ini bahawa STAD mendorong pelajar untuk turut serta secara aktif di dalam kelas, membina keyakinan, dan meningkatkan kemahiran komunikasi. Oleh itu, disarankan agar guru mempertimbangkan untuk menggunakan STAD dalam mengajar bahasa Inggeris dan bidang kandungan lain, menggunakan kerjasama pelajar untuk meningkatkan pembelajaran dan memaksimumkan interaksi antara kumpulan.*

*Kata kunci: Pembelajaran koperatif; prestasi bercakap; persepsi pelajar; pasukan pelajar – bahagian pencapaian; kepuasan kerja berpasukan*

## INTRODUCTION

English is nowadays the dominant language in the world. It is spoken by billions of people worldwide, enabling a global conversation in knowledge and ideas. It becomes the most spoken language, not only to its native speakers but due to others learn it as a second language (Aladdin 2017). Many researchers have pointed out the importance of English speaking skills, particularly for those learning English as a foreign or second language (Boset & Asmawi 2020). For non-native English speakers, it can be difficult to cope with the complexities of the diction, regardless of their age (Brown & Yule 1983). Encouraging students to speak English in the classroom demands an appropriate strategy, which must be systematic and progressive (Harmer 2001). In English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts, teaching-learning practices that employ chalk-and-talk and use of printed materials, such as handouts and textbooks are ineffective for motivating students to actively involved in speaking activities (Adnan et al. 2020). In other words, the conventional method of learning English is no longer an effective way to be used in ESL classrooms (Tang & Lim 2018).

Many teaching strategies can be used to enhance students' speaking performance. Students Teams – Achievement Divisions (STAD) is one of the cooperative learning strategies that have been widely used among teachers. Derived from instructional pedagogy, STAD is considered as one of the easiest, simplest, and researched of all the cooperative learning. It is used in accomplishing well-defined instructional objectives (Wyk 2015). According to Slavin (1994), the grouping of students in STAD should be heterogeneous that capture the full range of abilities, achievement levels, ethnicity, gender, and talents. Many studies also revealed the positive results of STAD in improving students' academic achievements. Compared to individual learning, STAD has become one of the best teaching methods. STAD teaching technique can be a medium for teachers to allow students in becoming active and engaged during teaching and learning sessions.

## STUDENTS TEAMS – ACHIEVEMENT DIVISION (STAD)

Many studies revealed the benefits and effectiveness of STAD in learning. Jamaludin and Mokhtar (2018)

conducted a study to measure teamwork satisfaction among students in the experimental group. The overall mean score for the survey was 4.05, which indicated the participants had positive perceptions of STAD on teamwork satisfaction. Jamaludin and Mokhtar (2018) added that students were more focused and increased self-motivation as their roles in the group were being recognized by peers. Besides, STAD can be used to motivate ESL students to speak. Faramarz and Mowlaie (2017) stated that teachers play a key role in helping ESL students, encouraging students of different proficiency levels to practice, and giving feedback on many aspects. Through the use of STAD, meaningful interaction between team members was created due to exposing them to various ideas and diverse perspectives. Faramarz and Mowlaie (2017) conducted an experimental study to investigate the effectiveness of STAD and found the experimental group in the pre-test and post-test outperformed the control group with a higher mean score. Similarly, in a quasi-experimental study on STAD as a Strategy of Teaching Comprehension in Junior High School, Ferina (2015) found that the post-test score of the experimental group was higher than the control group. In this study, the control group was taught through traditional lectures, while the experimental group was trained using the STAD approach. The researcher concluded that students learn best when they are actively and collaboratively building knowledge with their teammates.

STAD is one of the effective methods in improving students' achievements as teamwork creates more opportunities for critical thinking and enhances communication skills. A study conducted by Wardani and Hermawati (2016) found a significant improvement in English speaking skills among tenth-grade students. The researchers conducted STAD in two cycles by giving students group work before they begin their tests. In the first cycle, there were 17 out of 35 students did not achieve the passing score. However, in the second cycle, there were six students scored lower than the passing score. Based on the findings, the researchers concluded that STAD helps students to be active in classroom participation as they need to complete the given task in a group before being assessed individually. Implicitly, this action urged students to join the activities held in the classroom, and incrementally improved their speaking skills. Other than that, Wiraningsih et al. (2016) carried out a study to measure students' achievements through the use of STAD with 88 participants. The

researchers found that the mean score for the pre-test and post-test increased, from 2.00 to 5.63. The researchers then concluded that the confidence level of students increased throughout the interventions. In other words, successful learning increases the confidence level of learners. Wiraningsih et al. (2016) also stated that STAD can help students to develop three components of speaking, which are accuracy, comprehensibility, and fluency.

### PURPOSE OF THE STUDY

The objective of this study was to examine the role of STAD on ESL speaking performance and teamwork satisfaction among two form four classes in a public school. There were a total of 14 form four classes in the selected school. However, only two of the classes with 73 participants were involved in this study. These participants were non-native English speakers and intermediate users of the language. In providing a better understanding of STAD and its role in the ESL classrooms, this study examines students' perceptions of the application of STAD to enhance their speaking performance and investigate teamwork satisfaction. The research questions for the study were as follows:

1. What are the students' perceptions of Students Teams – Achievement Divisions (STAD) in enhancing their speaking skills?

2. To what extent teamwork satisfaction can be achieved through the use of the Students Teams – Achievement Division (STAD)?

### METHODOLOGY

This study adopted a descriptive survey design to answer the research questions. 20 test items were designed to explore students' perceptions of the use of STAD to enhance their speaking performance and teamwork satisfaction. As to introduce the students to the STAD, they were divided into several groups. Each group consists of 5-6 students. The teacher then explained how STAD would be implemented throughout the lessons. There were a total of three lessons carried out with STAD to expose them with the technique for two months. After the exposures were completed, the participants were given a set of survey questionnaires to explore their perceptions of STAD in enhancing their speaking performance and teamwork satisfaction. The format of the questionnaire is the Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The items were grouped into two parts: students' perceptions on the use of STAD for improving speaking skills, and teamwork satisfaction through the use of STAD. The structure of the questionnaire was described in Table 1.

TABLE 1. Sections of a Questionnaire

Part	Item	Number of questions
A	Demographic factors	2
B	Students' perceptions on the use of STAD in enhancing their speaking skills	10
C	Teamwork satisfaction through the use of STAD	10
	Total	22

Part B of the survey instrument was adapted from Teaching Reading Comprehension using Student Team Achievement Divisions developed by Suyasti et al. (2016). A total of 10 test items for student's perception on cooperative learning used in

this study as in Table 2. While Part C was adapted from a study by Jamaludin and Mokhtar (2018), known as Students Team Achievement Division. A total of 10 test items for teamwork satisfaction used in this study as in Table 3.

TABLE 2. Student's Perception on Cooperative Learning

Part B: Student's Perception on Cooperative Learning	
1.	Cooperative learning inspires me to be more active learning.
2.	Group discussion helps me grasp more key ideas from the text.
3.	Group discussion reminds me of neglected key points in the text.
4.	Group discussion helps me have more comprehensive understanding of the text.
5.	Group discussion helps me determine the parts I don't really understand.

*continue ...*

continued ...

6. Group discussion helps me to improve my score in oral test.
7. Cooperative learning brings more pleasure to study.
8. Cooperative learning increases my classroom participation.
9. Cooperative learning helps me share and help others which confirms my abilities.
10. During cooperative learning, I feel satisfied with the interaction with my partners.

TABLE 3. Teamwork Satisfaction

Part C: Teamwork Satisfaction	
1.	Interacting with the other members can increase my motivation to learn.
2.	I like solving problems with my teammates in group projects.
3.	I have benefited from interacting with my teammates.
4.	I enjoy the experience of collaborative learning with my teammates.
5.	My team members are sharing knowledge during the teamwork process.
6.	Working with my team helps me produce better project quality than working individuals.
7.	STAD teamwork promotes creativity.
8.	I have benefited from my teammates' feedback.
9.	I gain STAD collaboration skills from the teamwork processes.
10.	I like working in a collaborative group with my teammates.

## RESEARCH PROCEDURES

## DATA COLLECTION PROCEDURES

### IMPLEMENTATION

STAD was implemented during the English teaching and learning process in the selected classrooms for three cycles over two months. There were two cycles for teaching and learning, and the third cycle for a quiz. After the quiz, students were given a set of the questionnaire consists of three sections: (1) Part A – Demographic, (2) Part B – Student’s perception on the use of STAD to enhance speaking performance and, (3) Part C – Teamwork satisfaction through the use of STAD.

The data were collected using a survey instrument. The participants were given 20 minutes to answer all questions in the questionnaire after they had undergone three cycles of STAD in their lessons. The questionnaire was divided into three sections: (1) Part A – Demographic information, (2) Part B – Students’ perceptions towards STAD in enhancing their speaking performance, and (3) Part C – Teamwork satisfaction achieved through STAD.

### PARTICIPANTS

The study was conducted in a government-funded public school in a suburban area of the district of Semenyih, Selangor, Malaysia. The participants were drawn from two form four classrooms of art stream and science stream. The total number of participants in this study was 73 non-native English speakers aged 16 years, consist of 31 males and 42 females. The participants were intermediate learners of English, which the level was determined by the results of two standardized tests, known as PT3 and Ujian Selaras 1. The participants were from middle socioeconomic status (SES) families. The participants had never exposed to the STAD method.

### RESEARCH VALIDITY AND RELIABILITY

The survey instrument was adapted from Suyasti et al. (2016) and Jamaludin and Mokhtar (2018). The instrument then was validated by professors and experts from Faculty of Education, Universiti Kebangsaan Malaysia. The reliability or internal consistency of the questionnaire then was verified using Cronbach’s alpha to ensure the accuracy of the variable of interest.

## FINDINGS

### PART A: DEMOGRAPHIC INFORMATION

The respondents of the survey were 73 students, 31 males (42.5%) and 42 females (57.5%). Most

of the respondents were Malay (67.1%), followed by Chinese (20.5%) and Indian (9.6%), while the remaining were other races (2.7%).

TABLE 4. Gender Distribution

	Frequency	Percent
Male	31	42.5
Female	42	57.5
Total	73	100.0

TABLE 5. Racial Distribution

	Frequency	Percent
Malay	49	67.1
Indian	7	9.6
Chinese	15	20.5
Others	2	2.7
Total	73	100.0

#### PART B: STUDENTS' PERCEPTIONS ON STUDENTS TEAMS – ACHIEVEMENT DIVISION IN ENHANCING SPEAKING PERFORMANCE

The second part of the questionnaire was aimed to examine students' perceptions of STAD in enhancing their speaking performance. After the participants were exposed to STAD in their lessons, their perceptions toward STAD in enhancing speaking performance were recorded. Positive results were gained for most of the ten items, as in Table 6. For the first item, "STAD inspires me to be more active in learning," 54.8% of the participants strongly agreed that STAD encouraged them to become more actively involved in the learning process, followed by 41.1% agreed. Approximately 4.1% of the participants did not believe that STAD increased student motivation and involvement. With regards to classroom participation, students' perceptions were positive, in which more than half of the participants (60.3%) strongly agreed that STAD increased their participation in learning activities, followed by 35.6% agreed. While the remaining 4.1% did not feel that STAD increased their participation in the classroom. Similarly, more than half of the participants (54.8%) strongly agreed that "STAD brings more pleasure to study" and 41.1% agreed with the statement. About 4.1% of the participants did not think that STAD increased their motivation in learning.

In terms of group discussion, 49.3% students strongly agreed that STAD assisted them in building their confidence in speaking, followed by 43.8% agreed. While a lesser percentage of them (6.9%) did not believe that group discussion helped them to develop their speaking confidence. Less than half of the participants (47.9%) strongly agreed that group discussion helped them grasped more vocabularies from their groupmates, and 49.3% agreed. Only 2.8% of the participants did not feel that they could improve their vocabulary skills though the strategy. The majority of the participants perceived that they can improve sentence construction through group discussion (95.9%). The remaining 4.1% did not think that group discussion could help them in improving sentence structure. For the item, "Group discussion helps me to master grammar knowledge," less than half of the participants (43.8%) strongly agreed with the statement, while more than half (52.1%) agreed. Approximately 4.1% disagreed that group discussion assisted them in mastering English grammar.

With regards to speaking test, 46.6% of the participants strongly agreed that their test scores improved through group discussion, followed by 47.9% agreed. About 5.5% of the participants did not believe that group discussion increased their oral test scores. Other than that, 41.1% of the participants strongly agreed that group discussion helped them to correct their pronunciation skills, and more than half (53.4%) agreed with the statement. The remaining 5.5% did not feel that their pronunciation skills improved through group discussion. The majority of the participants (54.8%) strongly agreed with the item, "Reward system gives me the motivation to speak more in class," followed by 39.0% agreed. Approximately 5.4% of the participants did not think that a reward system made students more motivated to speak English in class. Out of 73 students, 71 of them satisfied with STAD collaborative learning when interacting with peers. Only two students (2.7%) strongly disagreed that they satisfied with their interaction with partners through STAD. Generally, it can be concluded that students learn better when they perceive the learning environment positively through STAD. According to Bandura (1977), when someone receives rewards more than they expected, they will put more effort into the activity, while interacting with groupmates can ensure that they can achieve shared learning goals. Motivating ESL classroom participation by rewarding is an effective tool.

TABLE 6. Data for Speaking Performance

Item	Strongly disagree	Disagree	Agree	Strongly agree
STAD inspires me to be more active in learning.	1.4%	2.7%	41.1%	54.8%
STAD increases my classroom participation.	1.4%	2.7%	35.6%	60.3%
STAD brings more pleasure to study.	1.4%	2.7%	41.1%	54.8%
Group discussion helps me to build my confidence in speaking.	1.4%	5.5%	43.8%	49.3%
Group discussion helps me grasp more vocabularies from my groupmates.	1.4%	1.4%	49.3%	47.9%
Group discussion helps me improved my sentence construction in speaking.	1.4%	2.7%	41.1%	54.8%
Group discussion helps me to master grammar knowledge.	0%	4.1%	52.1%	43.8%
Group discussion helps me improved my score in oral test.	2.7%	2.7%	47.9%	46.6%
Group discussion helps me to correct my pronunciation skills.	1.4%	4.1%	53.4%	41.1%
Reward system gives me the motivation to speak more in class.	2.7%	2.7%	39.9%	54.8%
STAD gives me satisfaction in the interaction with my partners.	2.7%	0%	47.9%	49.3%

### PART C: TEAMWORK SATISFACTION THROUGH STUDENTS TEAMS – ACHIEVEMENT DIVISION

The third part of the questionnaire was designed to investigate students' perceptions of teamwork satisfaction through STAD. Based on the findings, it can be observed that most of the participants provided positive feedbacks on teamwork satisfaction through STAD, as in Table 7. For the first item, 46.6% of the participants strongly agreed that "Interacting with other members can increase my motivation to learn," followed by 47.9% of them agreed. While the remaining 5.5% did not believe that interacting with peers can increase their motivation in learning. It can be concluded that interactivity is a powerful tool which can ensure students enjoy a group activity and feel valued for their contributions, promoting a sense of belonging. Meanwhile, for the item, "I like solving problems with my teammates in group projects," recorded 54.8% of the participants strongly agreed and 43.8% of them agreed. About 1.4% of the participants disagreed that they prefer group problem-solving. With regards to advantages of teamwork, 46.6% of the participants strongly agreed that they benefited from interacting with teammates, and more than half (50.7%) agreed. Approximately 2.7% of the participants disagreed that they gained benefit from teamwork.

Less than half of the participants (43.8%) strongly agreed that they valued feedback from their teammates, followed by 52.1% agreed. The

remaining 4.1% disagreed that they benefited from their teammates' feedback. The participants also preferred to work within a collaborative team environment for accomplishing a task, in which 45.2% strongly agreed and 52.1% agreed with the statement. About 2.7% of the participants disagreed that they preferred working in a collaborative group with teammates. More than half of the participants (63.0%) strongly agreed that they appreciated the experience of collaborative learning with their teammates, followed by 35.6% agreed. Only 1.4% of the participants disagreed that they enjoyed collaborative learning. The majority of the participants perceived that their team members were sharing knowledge during the teamwork process (97.3%). The remaining 2.7% disagreed that knowledge sharing occurred between team members. In terms of project quality, 98.6% of the participants perceived that teamwork produced better project quality than working independently. While 1.4% of them disagreed that working in teams increased the quality of projects. For the creativity, 98.6% of the participants believed that STAD encouraged creativity among team members. About 1.4% disagreed that creativity was promoted through STAD teamwork. Half of the participants (50%) strongly agreed with the item, "I gain STAD collaboration skills from the teamwork processes," followed by 45.2% agreed. While 4.1% of the participants did not experience improvement in collaboration skills from the teamwork process.

TABLE 7: Data for Teamwork Satisfaction

Item	Strongly disagree	Disagree	Agree	Strongly agree
Interacting with other members can increase my motivation to learn.	1.4%	4.1%	47.9%	46.6%
I like solving problems with my teammates in group projects.	0%	1.4%	43.8%	54.8%
I have benefited from interacting with my teammates.	0%	2.7%	50.7%	46.6%
I have benefited from my teammates' feedback.	0%	4.1%	52.1%	43.8%
I like working in a collaborative group with my teammates.	0%	2.7%	52.1%	45.2%
I enjoy the experience of collaborative learning with my teammates.	0%	1.4%	35.6%	63.0%
My team members are sharing knowledge during the teamwork process.	0%	2.7%	42.5%	54.8%
Working with my team helps me produce better project quality than working individuals.	0%	1.4%	49.3%	49.3%
STAD teamwork promotes creativity.	0%	1.4%	49.3%	49.3%
I gain STAD collaboration skills from the teamwork processes.	2.7%	1.4%	45.2%	50%

## DISCUSSION AND IMPLICATION

Generally, positive results were gained for STAD in terms of speaking performance and teamwork satisfaction. Most of the students perceived that STAD helped them in many ways, such as encouraging active participation in the classroom, building up their confidence, brushing up their English speaking skills, and giving the motivation to improve their communication skills. These elements indicate that students in the ESL context accepted the use of STAD as a cooperative learning strategy, which can be linked to the works of Faramarz and Mowlaie (2017), Ferina (2015), Jamaludin and Mokhtar (2018), as well as Widhyastika et al. (2017). Faramarz and Mowlaie (2017) found that STAD would be more useful in crowded classes because it can prevent the inherent limitation of time and resources imposed on teacher-centered classes. STAD then can be regarded as a good learning strategy for both ESL and EFL classrooms. In a study conducted by Ferina (2015) showed that students who were taught using STAD, learned and worked together in groups, collaborated in understanding the learning materials, and paid attention to the class presentation, resulted in increased student achievement. In another study, Jamaludin and Mokhtar (2018) revealed that STAD improved students' achievement, in which they were reported as more focused and motivated because their roles in the group were recognized by peers. Widhyastika et al. (2017) carried out a research to investigate the difference of reading comprehension achievement between students who are categorized as extrovert

and introvert through STAD. They discovered that student motivation gained when working in groups as it helps students master collaborative skills, promotes a deeper understanding of study materials, as well as encourages interdependence and interactivity.

Linking back to the study that we conducted, instead of being active in the classroom, the students realized that when they were grouped, they can get help from other group members who are proficient in English (Batiha et al. 2018; Jolliffe 2007). Thus, a better learning environment can be created while improving their speaking skills. Many studies revealed the impacts of STAD on various aspects, such as student's learning, skills, and academic achievement. Also, previous studies managed to derive a positive perception from the students on the use of STAD in learning. A study by Wiraningsih et al. (2016) found that STAD improves students' speaking skills in English as it helps them to speak confidently and fluently. Due to these reasons, teachers should be encouraged to apply STAD in their teaching and learning process as it motivates students to participate in speaking activities, which in turn develops meaningful learning when they discuss and perform the given task in a group.

Referring to Part B of the survey instrument, "Students' perceptions toward STAD in enhancing their speaking performance," the first three items: "STAD inspires me to be more active in learning," "STAD increases my classroom participation," and "STAD brings more pleasure to study" reflected the theory conceptualized by Deutsch (1949), which is social interdependence. The positive interdependence provides promotive interaction,

for instance, group members help each other in achieving the mutual goal. This action then leads students to be more active in learning, which in turn increases classroom participation and helps them to build their confidence in speaking. This theory also resonated with the last item of Part B of the survey instrument, as students claimed that STAD gave them satisfaction in the interaction with their partners. Similarly, the responses recorded for all items in Part C of the survey instrument, “Teamwork satisfaction,” were more inclined to positive interdependence, in which students encourage each other to achieve their needs. The action can be observed on how the interaction between group members helps them to gain motivation in learning, solve problems together, enjoy the collaborative experience, produce a better project quality, and develop creativity as they work together in a group. Other than that, Piaget (1952) suggested that language acquisition is influenced by the surrounding explored by the learners. During discussions, learners share their thought, discover their weaknesses, make a correction, and learn from one another that resulted in learners being responsible for the role that has been assigned to them (Krashen 1981).

The implications of this study as follows. First, in terms of the implications for students, the study focused on exploring the use of STAD among secondary school students. The findings then provided a greater contribution to the understanding of how STAD could help them to improve their English speaking skill, as well as to achieve teamwork satisfaction. Previous research and this recent study revealed that students had a positive perception of STAD, helping them to improve their learning. STAD was not specifically designed for language learning, therefore, it can be implemented in other subjects as well. For language learning, STAD has been seen as a technique that could help students to develop various skills, such as listening, writing, speaking, and reading. Besides, STAD appeared to promote teamwork and interpersonal communication skills among students by giving each member a significant role during the learning process. STAD could encourage students to practice learning with their peers. Students can apply this method not only in the classroom but also outside the classroom. They can form small groups and learn together, which is the same as what they have been practicing in the class with their teacher. Students may also share ideas and knowledge with friends who have mastered the lesson learned in the class.

Other than learning together, they can also improve their interpersonal and teamwork skills.

Second, in terms of the implications for educators, the main challenges educators face in today’s classroom are to find the most effective approach and appropriate teaching method for students. Compared to the traditional method of teaching, STAD could be an effective teaching approach to be employed by educators. STAD allows students to participate in language learning by having responsibilities upon their learning. Furthermore, STAD promotes a more interactive surrounding where students can interact and cooperate with their group members. STAD is also aligned with the 21st-century learning, for instance, student-centered learning, collaborative learning, problem-solving, higher-order thinking skills, effective communication skills, and teachers as facilitators. Finally, in terms of the implications for school and tertiary levels, they could also benefit from the findings of this study. The implementation of STAD can be included in the teaching and learning process. Administrators then should spur both teachers and students to apply STAD in the classroom. Besides, they can also design the syllabus and programs based on STAD.

## RECOMMENDATION AND CONCLUSION

The results obtained from this study revealed that most of the students’ perceptions were inclined to a positive reaction towards STAD in improving speaking performance and enhancing teamwork satisfaction. More than half of the students (55.75%) strongly agreed to almost all of the items in the survey instrument to investigate if STAD can improve students’ speaking skills, followed by 49.17% agreed to the items. Approximately 45.34% of the students strongly agreed with the items in the survey instrument to examine if teamwork satisfaction can be achieved through STAD, while more than two thirds of them (84.3%) agreed. There are some recommendations for future research as follows:

1. The results of this study cannot be generalized to the whole population of students in the selected school as it was conducted to a small sample, focusing on participants from two form four classes. Thus, it is recommended that future studies would focus on a bigger scale, for instance, the whole form four students of the selected school.



2. This study concentrated on investigating students' perceptions of STAD in enhancing their speaking performance. In the future, an in-depth study could be carried out to explore how a student can improve their speaking skill using STAD by conducting a correlation study or action research.
3. One of the limitations of this study was the students' proficiency levels were all intermediate. Future research could consider students with different levels of English proficiency.
4. The study was only conducted in English classes, hence, the findings cannot be generalized in other subjects. Due to this reason, future studies should include other content areas as well, utilizing students' collaboration to enhance learning and maximize interaction among students.

Overall, based on the research findings, it implies that STAD could enhance students' speaking performance. The study also showed that students appreciated teamwork than work individually, assisting them in many aspects such as grammar, pronunciation, and vocabulary due to collaboration. Therefore, STAD is seen as a viable and feasible option for teachers to assist ESL students' speaking skills. Yet, this teaching and learning method is not an alternative or shortcut to solving all classroom problems as students are responsible for their learning. Teachers, who act as facilitators must play their role in assisting students to improve their academic performance, particularly speaking skills as it is one of the most crucial attributes in job applicants.

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