

**THE USE OF STAD TECHNIQUE IN IMPROVING SPEAKING SKILL OF THE
TENTH GRADE STUDENTS AT MAN DONGGALA**



SKRIPSI

*Submitted as a partial fulfillment of the requirements for the degree of Sarjana
Pendidikan (S.Pd) at the Faculty of Tarbiyah and Teaching Training
State Islamic University Dato Karama Palu.*

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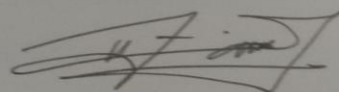
**ENGLISH TADRIS STUDY PROGRAM
TARBIYAH AND TEEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
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STATEMENTS OF SKRIPSI AUTHENTICITY

I hereby declare that this skripsi entitled " **THE USE OF STAD TECHNIQUE IN IMPROVING SPEAKING SKILL OF THE TENTH GRADE STUDENTS AT MAN DONGGALA**" has been officially approved as my work and it has not been and will not be submitted in the whole or part to another State Islamic University Datokarama Palu for the award of any other degree. If later, this skripsi found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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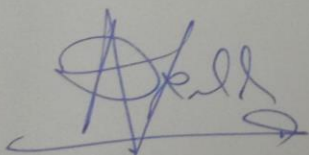
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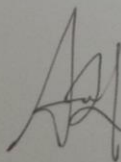
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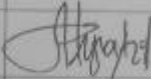

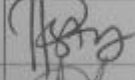
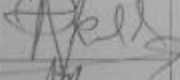



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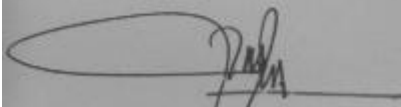
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This skripsi entitled " The Use Of Stad Techniques In Improving Speaking Skill Of The Tenht Grade Student At Man Donggala ". This skripsi is presented as partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) of English Tadris Study Program, Teacher Training and Tarbiyah Faculty State Islamic University Datokarama Palu.

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ABSTRACT

Name : Diki Saputra

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Entitled : **THE USE OF STAD TECHNIQUE IN IMPROVING SPEAKING SKILL OF THE TENTH GRADE STUDENTS AT MAN DONGGALA**

The English speaking skills of tenth grade students in MAN Donggala are still very low in speaking English. Therefore, there needs to be a way to overcome this problem through the Student Teams Achievement Division (STAD) learning method.

Based on the description above, the researcher formulated the questions as follows: Can the use of (STAD) improve speaking skill of the tenth grade students at MAN DONGGALA?

In this Research, the total population was 37 students. Researcher used a quasi-experimental design. The research sample was the IPA Group as the experimental class and the IPS Group as the control class. By using the STAD technique, there were students in the IPA group who were given treatment, while students in the IPS group of the Tenth Grade at MAN Donggala were not given treatment. The sample was selected using Purposive Sampling technique.

In this research, the researcher used tests to measure student achievement. The results showed that the calculated t value was 0.064 while the t table value was 1.689 where the degree of freedom 35 and the significance level was 0.05. Based on the analysis results show that the hypothesis is

accepted. This means that the use of STAD can effectively develop the speaking skills of of the Tenth Grade at Man Donggala students.

Therefore, it can be concluded that the use of Student Teams Achievement Division (STAD) is effective in improving the speaking skills of tenth grade students at Man Donggala.

CHAPTER I

INTRODUCTION

A. Background

Learning is a process of interaction that occurs between students and teachers so that students get learning experience from these activities. Thus learning is a process of activity that allows the learning process to occur in students so that these students can achieve learning objectives. One factor that plays an important role in learning activities is the teacher. The teacher's role in the learning process includes planning, preparing, organizing students, and evaluating learning outcomes. The teacher must be able to carry out this role properly so that students can achieve the learning objectives to be achieved.

Education is one way to improve the quality of human life, so that education plays a very important role in improving the quality of human resources in a country. Based on Law no. 20 of 2003 article 1 concerning the national education system explains the meaning of education as follows: "National education functions to develop capabilities, shape dignified national character and civilization in the context of educating the life of the nation, aims to develop the potential of students to become. beings who believe, fear to God Almighty, has noble character, and is knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen".¹

¹ 2003. Undang-Undang No. 20 tahun 2003 Tentang Sistem Pendidikan Nasional. Jakarta

The ability to speak is an important skill that must be possessed by students. By being able to speak well, students are able to convey their ideas and opinions. One method used is Student Team Achievement Division (STAD). Education in the sense of language is called the process of training and developing knowledge, skills, thoughts, behavior, and so on, especially by formal schools. Education in this sense, deep In fact, it is often practiced with verbalistic teaching. This is in accordance with Law Number 20 of 2003 CHAPTER II Article 3 concerning the System National Education which states:

National Education functions to develop capabilities and form dignified national character and civilization in order to educate the life of the nation and aims to develop the potential of students to become a human being who believes and fears God Almighty Esa has a noble character, is healthy, knowledgeable, capable, creative, independent and becomes a citizen democratic and responsible state.²

The law explains that national education serves to develop and shape the character of students. Besides that National education also aims to develop the potential of students, meaning that education is an effort to help learners so that they can develop according to their respective potentials, provide opportunities for students to develop accordingly according to their needs, interests, and abilities.

Based on the research conducted by the author, information was obtained from MAN Donggala that teachers are still dominantly using the old model, with lecture,

² Undang-Undang Republik Indonesia, 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Bab 2, Pasal 3, 4.

question and answer, assignment methods. So that the process of teaching and learning activities is only centered on the teacher. So that most students play games, talk to their peers, and read other books which results in a lack of interaction between teachers and students. Basically, when tenth graders of MAN Donggala speak English, they still have difficulty communicating between their peers and their teachers due to a lack of Pronunciation, Grammar, Fluency, and Vocabulary training for students so there is no increase in students speaking English. Because learning is teacher-centered and does not involve students in the learning process. So many students get low scores..

To overcome problems in learning, teachers need to make variations in using learning models. The learning model is the whole series of presentation of teaching materials which cover all aspects before, during and after learning by the teacher and all the facilities used directly or indirectly in the learning process. One of them is by using the Student Teams Achievement Division (STAD) model. The STAD learning model is a cooperative type that emphasizes activity and interaction between students to motivate and help each other in mastering subject matter in order to achieve maximum performance. The important roles of a teacher in educating and guiding students in learning at school is to improve students' speaking skills in English. In this case, researchers need to conduct research, by raising the topic of research entitled " THE USE OF STAD TECHNIQUES IN IMPROVING SPEAKING SKILL OF THE TENHT GRADE STUDENT AT MAN DONGGALA" Banawa Selatan District, Donggala Regency

B. Problem of Statement

Based on the background described above, the researcher conducted the research focused on improving speaking skills by using (STAD). The research question was as follows :

Can the use of (STAD) improve speaking skill of the tenth grade students at MAN DONGGALA?

C. Objective of Research and Significance

Deal with formulation of the problem above, the researcher stated the objective of this research to find the improvement students speaking skill using (STAD) technique at tenth grade of MAN DONGGALA. The significance of this research was expected to improve the students speaking skill through Students Teams Achievement Division (STAD).

G. Research of Outline

Chapter I Introduction

Contains an introduction that suggests several things subject matter which consists of several sub-chapters: background, problem of statement, Objective research Significance research, research of outline.

Chapter II Literature Review

contains a literature review which consists of several sub-chapters, namely: previous research, theoretical studies, Concept of Framework, and Hypothesis

Chapter III Research Method.

contains research methods that describe the systematic research to be carried out, which consists of several sub-chapters which include descriptions of several things: Research Design, population and sample, Research Variables, Operational

definitions, Research instruments, Data Collection Techniques, Analysis Techniques Data.

Chapter IV Results of the Research

This chapter consists of the results of the research and discussion of the research.

Chapter V Conclusion

This chapter consists of conclusions and suggestions for research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is the results of researcher that has been done previous researcher done. Several studies are almost similar, in Improving Speaking Skills by Using Cooperative Learning Model STAD Type Tenth grade MAN Donggala. The Researcher that used by researcher as a reference which has been summarized as follows:

1) Widia Yunita

Title ‘IMPROVING STUDENTS’ SPEAKING SKILL BY USING STAD (STUDENT TEAMS ACHIEVEMENT DIVISIONS)’

Speaking ability is seen as a measure of knowledge of English. He is an important condition for the success of Indonesian students in welcome the era of globalization. The output of the learning process is highly expected able to communicate in English. Both written and oral communication are important, but, nowadays, verbal communication is encouraged as a sign succeed in learning a language. This condition shows the importance speaking as a communication tool in learning English.

The results of the questionnaire distributed by the authors show most students are shy to speak. They must be thinking about them environment that is not so tolerant of their mistakes in English. Here students (77.4%) are afraid of making mistakes and mistakes because their friends usually laugh at them. Another

problem is the limited vocabulary. They (67.7%) are not confident to speak because of limitations vocabulary and have difficulty pronouncing many words in their language sentence well to be caused by a lack of practice on the part students. Furthermore, they mostly think about the grammatical correctness of sentences. while talking. In their minds, they (61.3%) have something to say correct grammar and structure. The students didn't think about how to say it something to communicate. Finally, many students (93.5%) are rare practice English with their friends inside and outside the class. Can concluded that students have some problems in speaking as shown by the fact that they are embarrassed to speak, afraid to make a mistake, have limited vocabulary, difficult to pronounce words, and low ability in grammatical sentences.³

2) Sri Wahyuni Hadi

Title "Efforts to Improve Ability to Speak with Student Team Achievement Division (STAD) Method in Students of Class V SDN Seruni Musuk 2012/2013 Academic Year"

Based on the research results show that: 1) The teacher plans an effective learning process and makes it easier for students to learn in class by using an interesting learning model to increase students' understanding of language learning. 2) The implementation of this learning process is carried out so that

³ Widia Yunita ,*IMPROVING STUDENTS' SPEAKING SKILL BY USING STAD (STUDENT TEAMS ACHIEVEMENT DIVISIONS).*" STAI Hubbulwathan Duri Al-Ishlah: Jurnal Pendidikan 8.1 (2016): 136-153.

students can easily understand and motivate students to speak English in every form of lesson taught by the teacher in the classroom.⁴

3). M. Ridha Anwari, Akhmad Syakir, Muhammad Yunus

Title" Improving Speech Skills by Using Stad Type Cooperative Learning Model Students of Class X is 5 Sma Negeri 2 Banjarmasin"

Based on the research results show that: 1) The teacher plays an important role in the optimal learning process according to their duties. proven, a teacher can teach and improve the knowledge of their students through the cooperative learning process Type (STAD). 2). The implementation of cooperative learning is able to improve the speaking skills of teachers and students. Based on data exposure and discussion of research results in Classroom Action Research(PTK) conducted in class X is 5 SMA Negeri 2 Banjarmasin can be concluded as follows:

- 1). Cooperative learning type STAD can improve students' speaking skills from the average of 66.6 with 60% classical completeness in cycle I increased to an average of 80.1 with classical completeness 97% in cycle II. The group's work was rewarded super.
- 2). Student activity has increased from 69% in cycle I to 89% in cycle II.

⁴ Sri wahyuni, *Efforts To Improve Ability To Speak With Student Team Achievement Division (STAD) Method In Students Of Class V SDN Sruni Musuk 2012/2013 Academic Year*, (Surakarta: Kemampuan, Berbicara, dan metode Student Teams Achievement Divisions (STAD) Universitas Muhammadiyah Surakarta, 2012)

3). Teacher activity has increased from an average of 2.6 in the good category to average 3.7 with a good category in cycle II.⁵

Table 2.1

Previous Research

NO	Previous Research	Difference
1.	<p>Widia Yunita</p> <p>Title “IMPROVING STUDENTS’ SPEAKING SKILL BY USING STAD (STUDENT TEAMS ACHIEVEMENT DIVISIONS)”</p>	<p>The research difference lies in the focus of the problem in is the role of STAD in improving students' speaking skills.</p>
2.	<p>Sri Wahyuni Hadi</p> <p>Title "Efforts to Improve Ability to Speak with Student Team Achievement Division (STAD) Method in Students of Class V SDN Sruni Musuk 2012/2013 Academic Year"</p>	<p>The difference in the research lies in the focus of the problem in the manuscript, namely Efforts to Improve Speaking Ability with</p>

⁵ M. Ridha Anwari, Akhmad Syakir, *Muhammad Yunus, Improving Speech Skills By Using Stad Type Cooperative Learning Model Students Of Class X Iis 5 Sma Negeri 2 Banjarmasin*, (Banjarmasin, Model Pembelajaran, Kooperatif, Tipe STAD Universitas Muhammadiyah Banjarmasin, 2017).

		the STAD Student Method.
3.	M. Ridha Anwari, Akhmad Syakir, Muhammad Yunus Title" Improving Speech Skills by Using Stad Type Cooperative Learning Model Students of Class X Is 5 Sma Negeri 2 Banjarmasin"	The difference between researcher lies in the focus of the journal problem This is the Role of Comparative Learning Model STAD in Improving Speaking Skills.

B. Review of Related Literature

1. Definition Cooperative learning

Cooperative learning is a form of learning based on constructivism. Cooperative learning is a learning strategy with a number of students as members of small groups with different levels of ability. In completing group assignments, each student must work together, help each other to understand the subject matter. Learning is said to be incomplete if one of the members has not mastered the lesson material.⁶

⁶ Dia, Eva Eri, and Nanda Rizki Ardana. "Peningkatan Perhatian Belajar melalui Model Kooperatif Learning pada Siswa MTs." *Journal of Education Research* 3.2 (2022): 91-100.

Cooperative learning is a learning strategy with a number of students as members of small groups with different levels of ability. In completing their group assignments, each student member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the lesson material. cooperative is a learning model that emphasizes students' collaborative activities in learning in the form of small groups to achieve the same goal by using various kinds of learning activities to improve students' ability to understand subject matter and solve problems collectively. Not only studying learning material together, each group member must help each other to learn. Cooperative learning is a learning model in which students work together as small groups and help each other learn.⁷

1) Type of cooperative Learning

a). Student Teams Achievement Divisions (STAD)

The STAD learning model includes the cooperative learning model. All cooperative learning models are characterized by the existence of a task structure, goal structure and reward structure. In the learning process with the cooperative learning model students are encouraged to work together on a common task and they must coordinate their efforts to complete the task given by the teacher.

⁷ Slavin, R. E. (2015). Cooperative learning in elementary schools. *Education* 3-13,43(1), 5-14. DOI: 10.1080/03004279.2015.963370

In the opinion of Slavin Learning STAD is a type learning model cooperative, the teacher divides students into some groups of 4-5 people consisting of both men and womenwoman, who has the ability different.⁸

Opinion from Trianto STAD learning is wrong one type of cooperative learning model using small groups with the number of members of each group 4-5 students consisting of various elements different nature and different types.⁹

1) Purpose and Benefits of the Student Team Achievement Cooperative Model Divisions (STAD)

In applying the Student Team Achievement Divisions model (STAD) the material given to students must be adjusted age and characteristics of the students concerned. I mean matter What is given must be adjusted to the behavior and level of thinking students so they understand the knowledge about Student Team Achievement Division (STAD) can be useful for students.

According to Slavin goals and several benefits of the Student Team Achievement Divisions learning model (STAD) as follows:

- 1) The goal of the Student Team Achievement Divisions (STAD) model
 - (a) Stimulating students to encourage and help each other others to master the skills taught by the teacher.
 - (b) To improve the learning outcomes that have been studied.

⁸ Esminto, Esminto, et al. "Implementasi model STAD dalam meningkatkan hasil belajar siswa." BRILIANT: Jurnal Riset dan Konseptual 1.1 (2016): 16-23.

⁹ Rakhmawan :2014 .pembelajaran STAD merupakan model pembelajaran tipe kooperatif dengan menggunakan kelompok kecil.

2) Benefits of Student Team Achievement Divisions (STAD) for students among others:

- (a) Can motivate the spirit of learning between friends and colleague other.
- (b) Sharing information and knowledge between friends.
- (c) Build mutual communication with discussions.
- (d) Improving the quality of personality, such as cooperation, tolerance, critical thinking, responsibility and discipline.¹⁰

2) Steps to Implement the Type Cooperative Learning Model (STAD).

According to Zainal Aqib there are steps Application of the cooperative learning model type Student Team Achievement Divisions (STAD) as follows:

- 1) Form groups of 4-5 people heterogeneously (mix according to achievement gender, ethnicity, etc.).
- 2) The teacher presents the lesson.
- 3) The teacher gives group assignments to be done by members group. Members who already understand can explain to other members until all members in the group understand.
- 4) The teacher gives quizzes or questions to all students. When answering quizzes don't help each other.
- 5) Give evaluation

¹⁰ Slavin (Rusman, 2014, p. 214). Model-Model Pembelajaran Mengembangkan Profesionalisme Guru. Jakarta: RajaGrafindo Persada.

6) Conclusion.¹¹

3) Advantages and Disadvantages model STAD

As part of STAD Type Cooperative Learning, it certainly has some advantages and disadvantages, while the advantages of this learning model according to Slavin are as follows:

The advantages of the STAD Cooperative Learning Model are:

- 1). Students work together in achieving goals by upholding group norms.
- 2). Active students help and motivate the spirit to succeed together.
- 3). Active role as a peer tutor to further enhance the success of the group.
- 4). Interaction between students along with the increase in their thinking skills.

The disadvantages of the STAD Cooperative Learning Model are:

- 1). If there are students who are not active in the group, it will affect the value of group work.
- 2). The level of students' ability to understand lessons varies, so the teacher can know the abilities of each student.
- 3). It takes a lot of time in its implementation, especially when the teacher gives quizzes or assignments to students because it is determined by the student's ability to give good explanations.¹²

¹¹ Darniati, Darniati. *The Use of Students Teams Achievement Division (STAD) Model in Improving the Students Vocabulary of the First Year Students of Mts. DDI Labukkang Parepare*. Diss. IAIN Parepare, 2019.

¹² Hanifah, Nurul. "Perbedaan Hasil Belajar Materi Elastisitas Melalui Model Pembelajaran Kooperatif Tipe Jigsaw dan Student Achievement Division (STAD) Siswa Kelas X SMA Negeri 5 Banda Aceh." *Jurnal Ilmiah Mahasiswa Pendidikan Fisika* 1.3 (2016).

b). Jigsaws

Jigsaw type cooperative learning developed by Elliot Aronson and friends at the University of Texas (called Jigsaw I) was later adapted by Slavin and his friends at Johns University. Hopkins became Jigsaw II. In Jigsaw I (original) students only learn certain concepts which will be a temporary specialization of which concepts are another he got through discussions with his teammates. The original jigsaw takes less time to do compared to Jigsaw II. Meanwhile, in Jigsaw II every student has the opportunity to learn in person whole concept before he learned his specialty to become an expert.¹³ Jigsaw type cooperative learning is a type cooperative learning consisting of study groups heterogeneous with 5-6 members using patterns home group and expert group.

c). Group Investigation (GI)

Group Investigation (Group Investigation) developed by shlomo Sharan and Yael Sharan at Tel Aviv University, Israel¹⁴. Group learning method Investigation is one form of method emphasizes the participation and activities of students to find their own material (information) lesson that will be learned through available materials, for example through from textbooks or via the internet. This method can train students to grow the ability to think independence and communication skills. Learners involved since planning, both in determining the topic as well as ways to study it through investigation.

¹³ Sulistio, Andi, and Nik Haryanti. "Model Pembelajaran Kooperatif (Cooperative Learning Model)." (2022).

¹⁴ Rusman, Learning Models: Developing Professionalism teacher, (Jakarta: PT Rajagrafindo Persada, 2012), 220

Learners are actively involved from the first stage until the last stage of the lesson. It will deliver opportunities for students to sharpen understanding of the material¹⁵. The Group Investigation method is very suitable for the field studies that require integrated project study activities which leads to acquisition, analysis, and synthesis activities as well as analysis of information in an effort to solve a.

d). Think Pair Share (TPS)

Definition of Think Pair Share (TPS) Cooperative learning model type think pair share (TPS) or think in pairs sharing is a kind cooperative learning designed to influence student interaction patterns. Techniques for teaching and learning to think in pairs (four of four) is developed by Frank Lyman (think pair share) as a structure of learning activities cooperative learning. This technique gives students an opportunity to cooperate with others. The TPS method means giving time to students to think of an answer to a question or problem which will be given by the teacher. Students help each other in solve the problem with that ability owned by each. After that, or explain in the classroom¹⁶. Based on the description above it can be concluded that TPS learning model is one model learning that gives time for students to be able to Think individually or in pairs.

e). Team Game Tournament (TGT)

¹⁵ Ibid32

¹⁶ Miftahul Huda, *Cooperative Learning "Metode, Teknik, Struktur Dan Model Penerapan"*, (Yogyakarta : PustaPelajar, 2015), hal.132

Team Games Tournament (TGT) was developed by David DeVries and Keith Edwards, these are models the first lesson from Johns Hopkins.¹⁷ Model TGT type cooperative learning is learning cooperatives that use academic tournaments, and using quizzes and an individual progress scoring system, in where learners are competent as representatives of the team them with other team members whose academic performance previously their equivalent¹⁸.The TGT method involves activities all students without any differences in status,involve the role of learners as peer tutors and contains elements of play and reinforcement (reinforcement).The TGT method gives opportunities to students to learn more relaxed aside foster responsibility, cooperation, healthy competition and learning engagement.

f). Numbered Heads Together (NHT)

Numbered Head Together (NHT) or thinking numbering together is a type of cooperative learning designed to influence student interaction patterns and as an alternative to the traditional class structure¹⁹.Model NHT learning is one of the deep models cooperative learning developed by Spencer Kagan. This technique provides an opportunity student to share ideas and consider the most appropriate answer The NHT model is one type of learning cooperative which emphasizes the special structure that designed to influence student interaction patterns and have a goal to learn the material that has been determined. So, with

¹⁷ Ibid 38

¹⁸ Mohamad Syarif Sumantri, Strategi Pembelajaran Teori dan Praktik di tingkat pendidikan Dasar, (Jakarta : PT Raja Grafindo, 2015), hal 56

¹⁹ Ibid 53

this technique besides being able to make it easier in learning, in the division of technical tasks as well can increase students' sense of personal responsibility on their relationships with their group mates.

2. Speaking of Skill

English speaking skill is a one's skill to convey his thoughts to anyone orally, However, it is difficult to develop speaking skills if you don't use the right methods. to practice speaking skills requires interaction between the teacher and students in the classroom.

Speaking skills are the ability to speak articulation sounds or say words to express, state, convey ideas, thoughts, opinions, ideas, and feelings to other people as speech partners based on self-confidence, honesty, truth, and responsibility. answer by eliminating psychological problems such as shyness, low self-esteem, tension, heavy tongue, and others. Speaking is one of the skills that must be mastered and really must be able to be practiced in the field with other people as interlocutors.²⁰

a) Definition Speaking Skill

Speaking is the ability to produce words in language practice. Talking are important skills that students must master. That's because in speaking we can determine the ability of students to produce the target language or

²⁰ Astrawan, A.G. 2013. *Empat Skill dalam Belajar Bahasa Inggris*. Diakses pada tanggal 28 mei, 2016 dari Website; <http://adigoraastrawan.blogspot.co.id/2013/06/empat-skill-dalam-belajar-pendidikan.html>

English. Talking are express thoughts aloud using voice or speaking. It means when someone interact with other people by using language as a means, of course what they want to convey something important. For example, they want to express their feelings and thoughts. He it is definitely impossible for a person to communicate with another person without have any purpose. As people communicate, there must be a speaker and interlocutor. Therefore, communication involves at least two people; sender and recipient. They need communication to exchange information, ideas, opinions, views or feelings²¹.

According to Wulansari Speaking is an ability complex which involves several aspects. The aspects are various and developments also follow the changes and change of time resulting differs from the speed of its development different anyway.²²

According to Munawar Speaking is the human ability to produce sound orally in interactions to express feelings and thoughts to others as a means communication in life. By interacting we can take and understand important things information submitted by others. A person's personality can be seen from conversation. When someone speaks at that time also reveals themselves from others. From the language used by the speaker, his mentality country can be known. Anger, sadness, happiness, and even dishonesty can't hide

²¹ Ilham, Muhammad, and Iva Ani Wijati. *Keterampilan Berbicara: Pengantar Keterampilan Berbahasa*. Lembaga Academic & Research Institute, 2020.

²² Wulansari, W. (2017). *Peningkatan Keterampilan Berbicara Melalui Metode Diskusi Kelompok Model Tanam Paksa Siswa Kelas X Pemasaran 1 SMK PGRI 2 Kediri*. *Jurnal Pendidikan (Teori Dan Praktik)*, 1(2), 50-70

while speaking. Therefore, communicating we will know what it means submitted by others.²³

b). Students Problems in Speaking

1). Language English Learning Problems

All students have various opinions about the most problem skills to master no one skill is skipped. But when compared with one language skills with other language skills, the results show that speaking is on highest level.

According to Farianto & Harmaini there is some reason difficulty speaking. First, students often do it lack of confidence in speaking because often feel afraid to speak made a mistake. Second, students do not have the motivation to do so speaking skills in front of the class. Third, teaching techniques and teaching materials are not attractive to students. Apart from that mostly students are not able to express ideas or opinions orally communication because they often use Indonesian and mother languages tongue in the learning process in English class. Students don't speak English well because they lack practice.²⁴

2). Speech Problems

²³ Munawar. 2015. *Improving Speaking Skills Through The Learning Community Technique*. ENGLISH EDUCATION JOURNAL (EEJ), 6(4), October 2015.484-496.

²⁴ Farianto, A & Harmaini, F. (2017). *Teaching speaking through the guessing game*, 91, 399– 404.

From the preliminary research, the researcher found several problems faced by students in learning to speak. First, most students do not have the courage to speak. In addition, the problems that are experienced by students are students who feel inferior in speaking in class if they do not know the topic being studied. In addition, students feel anxious when they face the speaking test, they are afraid to speak English directly. second, second, they are afraid to speak up in class because they think people will judge them negatively when they speak English in class. Third, they are still less enthusiastic and less active in speaking activities, they also revealed that they rarely practice using English class and in everyday conversations because English is not their mother tongue. in the in addition, students' willingness to learn and use English is still low because they are still dependent on their inner mood and feelings towards the subject itself. So, it also affects their learning achievements that cannot be improved, especially in speaking skills. Most of them learn and use English because they have to, not because they want to.

The students' problems in speaking English above are caused by some factors. Tuan and Mai revealed that students are usually found difficulty in speaking due to several factors, namely self-confidence, listener support, student listening ability, and pressure to perform Healthy. These factors influence them to speak English in front of the class then, the

response from the audience is their attention, respect, and appreciation influences students to perform well in speaking English.²⁵

Riadi stated language problems can affect the poor academic performance of the students. Students who are poor in speaking abilities tend to lack of vocabularies, grammar, and pronunciation in which belongs to linguistics problems. Those problems disturb students in improving their speaking abilities. Another problem which influences the students' speaking ability is a psychological problem is psychological problems which the problems that related to the emotional and physical conditions and self-productivity such as lack of self-confident, nervous, feeling shy when speaking English.²⁶

c) . Aspect of Speaking

A speaker must determine several aspects of speaking when they speak want to talk. Syakur in Mora says there are at least four components of speaking skills, namely pronunciation, grammar, fluency, vocabulary.²⁷

1) Pronunciation

Pronunciation is a way for people to produce more clearly language when they speak. It deals with phonological processes which refers to the

²⁵ Vietnam, V. I. E. T. N. A. M. "*Factors affecting students' speaking performance at Le Thanh Hien high school.*" Asian Journal of Educational Research Vol 3.2 (2015): 8-23

²⁶ Riadil, Ikrar Genidal. "A Study of students' perception: identifying EFL learners' problems in speaking skill." International Journal of Education, Language, and Religion 2.1 (2020): 31-3.

²⁷ MH, Laras Apryla, Mahyuzar Rahman, and Faiqah Mahmudah. Students'problems In Speaking English At Senior High School 6 Sarolangun. Diss. Uin Sulthan Thaha Saifuddin Jambi, 2021.

grammatical components that are composed of elements and the principles determining how sounds vary and pattern within a language. Pronunciation includes the segmental features of the vowels, consonants, stress and intonation patterns. The speaker is necessary to pronounce English words correctly.

2) Grammar

Grammar and speaking have a close relationship. Besides that, for the sound system students must be taught by using the structure language system. Learners must be given insight about words order. Inflection and derivation to other meaningful features of English it will help students to speak fluently.

3) Fluency

Fluency in speaking skills is seen as an important factor in the language learning development because it indicates the ability of the speaker's communication

4) Vocabulary

Vocabulary is the basis of language. It appears in every language skill. This is very important because we can't say anything without deep vocabulary or thoughts. Vocabulary is about word choice which is used appropriately based on the context of speaking.

d). Teaching speaking

Teaching speaking in the target language should be possible students to use language orally for various purposes. success of teaching and learning process

can be achieved if the teacher can present it material in a good way so as to increase student interest. That teachers must be creative in presenting English to students. They should also practice a variety of teaching techniques, choose carefully needs of students' students to help them speak the language.

This is appropriate with what was stated by Siregar, that the purpose of learning speaking skills is to train participant students to be brave in conveying their ideas with speech good and right. In addition to training students' courage to speaking, this learning also trains the ability to speak even better.²⁸

3. Teaching speaking using STAD

a. STAD as a Technique to teach Speaking

Learning to speak is a teaching and learning process that leads to learning objectives, namely students have the ability to communicate ideas, ideas, feelings, and opinions to others.

STAD technique had positive effects on teaching speaking. This technique had many benefits to facilitate the delivery of the materials of teaching speaking. Through STAD, the teacher could develop the students' contributions in learning, motivating students, and improving students' speaking skills. The STAD technique was found to be quite effective for teaching English students. There are at least three beneficial impacts on teaching speaking. First, STAD creates students are more active in class,

²⁸ Siregar, R., dkk. 2020. Meningkatkan Keterampilan Berbicara Siswa Menggunakan Model Time Token Pembelajaran IPA Kelas V Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, Vol. 5, No. 1, Hlm. 28-41. Diakses pada 10 Juni 2020

enabling students to contribute to their studies. Second, STAD can motivate and help students develop their skills, including both social and individual abilities. Lastly, STAD is challenging on time management, classroom management, and poor speaking skills. In conclusion, STAD good technique affects students' speaking ability to the teacher. In using STAD, teachers need to focus on the elements that contribute to problems in teaching speak.

Slavin revealed that the STAD learning model is a learning strategy carried out by the teacher to create a team with multiple abilities to practice to learn concepts and skills together.²⁹

The STAD learning model is a model in which students are divided into groups consisting of 4-5 people who have a variety of abilities, gender, and ethnicity.³⁰

b) The process of teaching speaking

Table 2.2

The main phases in the STAD cooperative learning process.³¹

PHASE	TEACHER ACTIVITIES	STUDENT ACTIVITIES
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²⁹ Shofiyah, Linatus. "STAD-Type Cooperative Learning in IPS Lessons in Elementary School." Social, Humanities, and Educational Studies (SHES): Conference Series. Vol. 3. No. 3.

³⁰ Sulistyani, Sulistyani. "Use Of Type Cooperative Learning Model (Stad) To Increase Motivation And Learning Outcomes Of Social Studies Materials On Endogenic Natural Processing On Earth Formation." Social: Social Science Education Innovation Journal 2.4 (2022): 196-202.

³¹ Wulandari, Innayah. "Model Pembelajaran Kooperatif Tipe STAD (Student Teams Achievement Division) dalam Pembelajaran MI." Jurnal papeda 4.1 (2022).

<p>Phase 1</p> <p>Convey purpose and motivate students</p>	<p>The teacher conveys the learning objectives to be achieved in learning and motivates students to learn.</p>	<p>Students pay attention to the explanation teacher about learning objectives must be achieved.</p>
<p>Phase 2</p> <p>Serve information</p>	<p>Teachers present information to students well with demonstrations or text.</p>	<p>Students pay attention to information and explanation from the teacher active.</p>
<p>Phase 3</p> <p>Organize a student to in Group- study groups</p>	<p>The teacher explains to students how how to form study groups and help each group to do efficient transition.</p>	<p>Students form groups assisted study groups from the teacher.</p>
<p>Phase 4</p> <p>Help work inner group Study</p>	<p>The teacher guides study groups when they do the task.</p>	<p>Students do assignments given by the teacher in groups study group that has formed.</p>
<p>Phase 5</p> <p>Evaluation</p>	<p>The teacher assesses learning outcomes about the material that have been studied or each group showing their work</p>	<p>Students receive evaluation results study or present his work.</p>

<p>Phase 6</p> <p>Give award</p>	<p>Teachers look for ways to reward good effort and individual learning outcomes and group.</p>	<p>Students can be motivated to learn with it appreciation from the teacher.</p>
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C. Concept of Framework

The frame of mind is the mindset of the researcher as the basics thoughts to strengthen the sub focus that is the background of this research. In quantitative research, a foundation is needed underlying research so that research is more focused. Therefore, it is needed framework for developing more research contexts and concepts further so as to clarify the research context, methodology, as well use of theory in research. Compiled explanations were combined between the theory and the issues raised in this study. Framework of thinking in a study needs to be stated if the research is relevant of or relating to the focus of research.

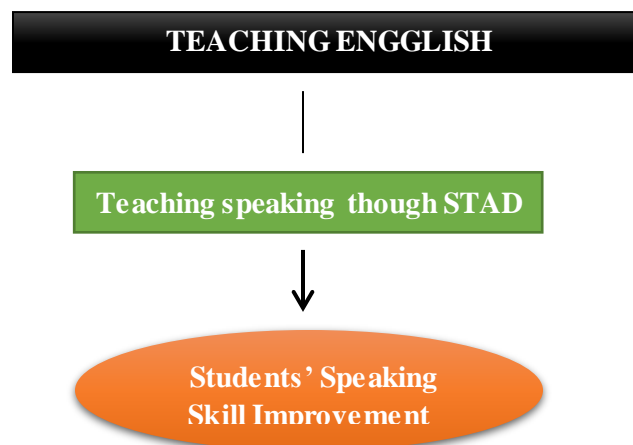
The purpose of the frame of mind itself is to form something clear and logically acceptable research flow. A frame of mind is not just a collection of information can be from various sources, or also not just an understanding. However, the framework requires more than just data or information relevant to a study, within a framework requires an understanding that the researcher gets from the results of the search for sources, and then applied in a frame of mind. Understanding in a framework of thought will underlie understandings other

preconceived notions. This frame of mind eventually was become a fundamental understanding and a foundation for every other thought.³²

Based on the explanation described above, it is illustrated Some concepts that will be used as a reference for researcher in apply this research. The theoretical framework above will apply in a conceptual framework in accordance with the research to be examined namely " THE USE OF STAD TECHNIQUES IN IMPROVING SPEAKING SKILLS OF TENHT GRADE AT DONGGALA.the conceptual framework of this research is described as follows:

Table 2.3

Conceptual Framework



D. Hypothesis of The Research

The research hypothesis is based on various considerations regarding problems faced by teachers in learning English, is through the Student Teams Achievement Divisions (STAD) method improve speaking skills ability of tenth

³² Sugiyono (2017). *Metode Penelitian Kualitatif: Untuk penelitian yang bersifat: eksploratif, enterpretif, interaktif, dan konstruktif*. Bandung: Alfabeta.92

grade students at MAN Donggala. Based on the all explanation above the hypothesis can be formulated as follow:

1. (Ho): The use of the STAD method can not improve students' speaking skills.
2. (Ha): The use of the STAD method can improve students' speaking skills

CHAPTER III

RESEARCH METHOD

A. Research Design

Sugiyono states that "the research method is scientific way to obtain valid data with a purpose that can be developed, and supported, a certain knowledge so that in the following years can used to understand, solve, and anticipate internal problems field of education."³³

Quantitative research is the type chosen by deep researcher this research. According to Sugiyono defines the quantitative method as a research method in which the research studied in including population or sample analysis, data collection, data analysis through statistics, establish hypotheses, based on the philosophy of positivism.³⁴

The actual experimental method is to investigate possible causal relationships with the actual design of the treatment group and control group and strictly compare the results of the treatment with the control. Internal and external validity is well maintained. This type of research is Quasi Experimental design.

³³ Sugiono (2017). *Metode Panellation Kuantitatif, Kualitatif dan R&D*. Cetakan Ke-28, Bandung: Alfabeta.

³⁴ Sugiyono (2019 : 13). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabet.

Quasi Experimental Design only requires two groups. The experimental group was given treatment, while the control group was not. Before and after the treatment of the two groups, the variables measured. This design is a development of the above design. The difference lies in the first group and the control group which are measured in front of the pre-test and post-test. can be seen in the following table:

Table 3.1.

Pre-test and post test Experimental class design³⁵

O₁	X	O₂
O₁		O₂

Where:

O₁ : Pre Test To experimental class

X : Treatment to Experimental Class

O₂ : Post test to Experimen Class

O₁ : Pre Test experimental class

O₂ : Post Test To Control Class

B. Population and Sample

1. Population

Sugiyono defines population as territory in general which consists of objects/subjects that have quality and certain characteristics set by the researcher to be studied and then made in conclusion³⁶.

³⁵ Effendi, M. Syahrin. "Desain eksperimen dalam penelitian pendidikan." *Jurnal Perspektif Pendidikan* 6.1 (2013): 87-102..

³⁶ Sugiyono. (2018:130). *Metodologi Penelitian Kuantitatif dan R&D*. Cetakan Kedua Puluh Enam, Penerbit: Alfabeta. Bandung

Population is a group of objects in a certain place. The object can be a person or thing. The population of this research was a students of class tenth MAN Donggala, which consists of two parallel groups (IPA group and IPS group). Each group consists of 17 to 20 students. The total population is 37 which can be seen in Table 3.2

Table 3.2

The Population of the Students

No	Name of Class	Total Number of the Students
1.	IPA	17
2.	IPS	20
The Total		37 students

1. Sample

The sample is a small portion of the population selected to be observed and represents the population. Because the population is not too large, the researcher was a take samples using a purposive sampling technique.

In determining the group to be used as the sample, the researcher was a took two groups which was used as the experimental group and the control

group, namely class tenth MAN Donggala. where the total population is not more than 100 respondents, so researcher took 37 respondents. Therefore, the use of the entire population without having to draw a research sample as a unit of observation is referred to as a saturated sample.³⁷

C. Research Variables

The research variable is an attribute or trait or value of a person, object, organization, or activity that has certain variations determined by the researcher to be studied and then conclusions drawn³⁸. based on table 3.3 below

Table 3.3
Research Variable

No	Research Variable	Indicators
1.	Independent (STAD)	<p>Phase 1. Convey purpose and motivate Students</p> <p>Phase 2. Serve information</p> <p>Phase 3. Organize a student group – study grubs</p> <p>Phase 4. Help work inner group</p>

³⁷ Ibid 85

³⁸ Maria, Melinia. *School Closure During Pandemic: What Has Been Missing?*. Diss. Ikip Pgri Pontianak, 2023.

		<p>Phase 5.Evaluation</p> <p>Phase 6. Give award</p>
2.	<p>Dependent Variable</p> <p>Speaking Skill</p>	<p>Pronunciation : Pronunciation is a way for people to produce more clearly language when they speak.</p> <p>Grammar : Grammar is the structure of the arrangement of sentences. By using the correct structure, a sentence will be perfect in communicating.</p> <p>Fluency : Fluency in speaking skills is seen as an important factor in the language learning development because it indicates the ability of the speaker's communication.</p> <p>Vocabulary : Vocabulary is the basis of language. It appears in every language skill.</p>

1. Independent variable

The independent variable (X) is the variable that influences or causes the change and the dependent (bound) variable arise.³⁹ The independent variable is the STAD

2. Dependent variable

This variable is the variable that is the main focus of research. According to Sugiyono, the dependent variable is often referred to as the output variable, criteria, consequence or dependent variable. The dependent variable (bound) the variable that is affected or which is the result because of the independent variables. In this study, the dependent variable (Y).⁴⁰ The dependent variable of this research speaking skills .

D. Operational definition

Operational is an abstract concept for convenience measurement of a variable.

- 1) STAD : A technique which involve the interaction among students in the class discussion
- 2) Speaking Skill : The students' skill to express their idea orally
- 3) Improvement : Improvement can mean adding skills and abilities to become better at speaking.

E. Instruments of Research

³⁹ Indriani, Delly, Sugeng Rusmiwari, and Agung Suprojo. "Pengaruh pelayanan publik terhadap kepuasan masyarakat: studi kasus izin produksi pangan industri rumah tangga di kantor badan penanaman modal kota batu." *Jurnal Ilmu Sosial dan Ilmu Politik (JISIP)* 6.2 (2018).

⁴⁰ Ibid 36

In this research, the researcher gave a test to collect data. The test was an oral test consisting of pretest and post test. In this case, the researcher certainly needs the criteria to assess the students' progress from the pretest to the posttest. Therefore, the researcher will use the scoring rubric in the Table 3.4.

Table 3.4.

Scoring Rubric⁴¹

Level	Pronunciation	Grammar	Fluency	Vocabulary
5 (Very good)	The pronunciation is clear and quite understandable	Errors in grammar are quite rare.	Even though the speed and fluency problems are heavily influenced by language problems, they are	Almost all vocabularies used are in a proper use

⁴¹ Ibid 76

	for elementary students		easy to understand.	
4 (good)	Pronunciation is still moderately influenced by the mother tongue but serious phonological errors. A few grammatical and lexical errors causing confusion.	There are few grammatical errors but still intelligible	Introduction was told with expression, not flat, good intonation, pattern, and confident in speech.	Frequently use inappropriate terms or must replace ideas but still intelligible
3 (Fair)	Pronunciation is influenced by the mother tongue but only a few serious	Makes frequent errors grammar and word order occasionally	Some Expressions in speech though mechanical in places; a few pauses but they	Often uses the wrong word in a sentence.

	phonological errors, some of which causes confusion.	obscure meaning	did not detract from comprehensibility.	
2 (poor)	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication many “basic” grammatically and lexical errors.	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	Flat presentation, intonation, many pauses, hesitation, and restart that made it difficult to follow.	conversation somewhat limited because of inadequate vocabulary
1 (Fair poor)	Serious pronunciation errors as well as many	Errors in grammar and word order so severe as to	Full of long and unnatural pauses. Very halting and fragmentary	Misuse up words and very limited vocabulary

	<p>“basic” grammatical and lexical errors. No evidence of having mastered any of language skill and areas practice in the course.</p>	<p>make speech virtually unintelligible</p>	<p>delivery. At times give up making the effort. Very limited range of expression</p>	<p>make comprehension quite difficult</p>
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F. Technique of Data Collection

The researcher collected data by using an oral test which consisted of a pre test and a post test. Both pre-test and post-test was used to determine student achievement before and after the implementation of STAD. In addition, researcher also use Photos or videos to assess students' speaking skills. That was a help researcher assess students' speaking skills objectively.

1) Test

The test is the important tool for knowing the achievement of the student's speaking skill in fluency . The test is oral test. The researcher applied the oral test in the pre test and the post test. Pre test applied before treatment while post- test applied after conducting a treatment. Both pre- test and post- test used assess the students' progress after doing the treatment whether the treatment have an influence or not by applying STAD.

2) Pretest

The researcher was a pre -test before doing the treatment. It aimed to obtain information about students' speaking ability. The pre-test contained questions that must be answered by students. The contents of the questions were taken from certain topics that are appropriate to the learning in the school. The number of test items was five.

3) Treatment

The researcher was a conduct treatment in eight meetings twice a week. The researcher applied STAD as a treatment. Before conducting the treatment, the researcher prepared lesson plan based on the topic in English curriculum for SMA/ MAN. The topic is the expressions of asking for and giving opinion, agreement, and disagreement. The topics are for and giving opinion, agreement, and disagreement. The topics are discussed with English teacher of MAN Donggala who handled the

sample group. A brief description of the topics and activities of the teacher and students can be seen in the Table 3.5

Table 3.5

Draft of Treatment

Metting	Topic	Attitudes	
		Teacher	Students
1st meeting	Air Pollution	<p>a. The teacher divided students into some groups or teams. Every group consisted of four or five students based on the achievement, gender, and culture.</p> <p>b. The teacher gave some tasks or issues to be discussed in a group (related to give expressions of asking for and giving opinion, agreement and disagreement). The</p>	<p>a. The students were in the classroom divided into some groups.</p> <p>b. The students did the tasks or to be discussed in their group (related to give expressions of asking for and giving opinion, agreement and disagreement).</p> <p>c. The students did evaluation or quiz personally.</p>

		<p>teacher was just as facilitator and motivator.</p> <p>c. The teacher gave evaluation or quiz to personal test or group every one week or two weeks in order to know the students' progress.</p> <p>d. The teacher gave an appreciation for groups that have high scores.</p>	<p>d. The students who participated more in the classroom got a gift from the teacher.</p>
2nd meeting	Smoking	<p>a. The teacher divided students into some groups or teams. Every group consisted of four or five students based on the achievement, gender, and culture.</p> <p>b. The teacher gave some tasks or issues to be discussed in a group (related to give expressions of asking for</p>	<p>a. The students were in the classroom divided into some groups.</p> <p>b. The students did the tasks or to be discussed in their group (related to give expressions of asking for and giving opinion, agreement and disagreement).</p>

		<p>and giving opinion, agreement and disagreement). The teacher was just as facilitator and motivator.</p> <p>c. The teacher gave evaluation or quiz to personal test or group every one week or two weeks in order to know the students' progress.</p> <p>d. The teacher gave an appreciation for groups that have high scores.</p>	<p>c. The students did evaluation or quiz personally.</p> <p>d. The students who participated more in the classroom got a gift from the teacher.</p>
3rd meeting	Smart Phone	<p>a. The teacher divided students into some groups or teams. Every group consisted of four or five students based on the achievement, gender, and culture.</p> <p>b. The teacher gave some tasks or issues to be</p>	<p>a. The students were in the classroom divided into some groups.</p> <p>b. The students did the tasks or to be discussed in their group (related to give expressions of asking for and giving</p>

		<p>discussed in a group (related to give expressions of asking for and giving opinion, agreement and disagreement). The teacher was just as facilitator and motivator.</p> <p>c. The teacher gave evaluation or quiz to personal test or group every one week or two weeks in order to know the students' progress.</p> <p>d. The teacher gave an appreciation for groups that have high scores.</p>	<p>opinion, agreement and disagreement).</p> <p>c. The students did evaluation or quiz personally.</p> <p>d. The students who participated more in the classroom got a gift from the teacher.</p>
4th meeting	Television	<p>a. The teacher divided students into some groups or teams. Every group consisted of four or five students based on the</p>	<p>a. The students were in the classroom divided into some groups.</p> <p>b. The students did the tasks or to be discussed in their group (related</p>

		<p>achievement, gender, and culture.</p> <p>b. The teacher gave some tasks or issues to be discussed in a group (related to give expressions of asking for and giving opinion, agreement and disagreement). The teacher was just as facilitator and motivator.</p> <p>c. The teacher gave evaluation or quiz to personal test or group every one week or two weeks in order to know the students' progress.</p> <p>d. The teacher gave an appreciation for groups that have high scores.</p>	<p>to give expressions of asking for and giving opinion, agreement and disagreement).</p> <p>c. The students did evaluation or quiz personally.</p> <p>d. The students who participated more in the classroom got a gift from the teacher.</p>
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<p>5th meeting</p>	<p>Early Marriage</p>	<p>a. The teacher divided students into some groups or teams. Every group consisted of four or five students based on the achievement, gender, and culture.</p> <p>b. The teacher gave some tasks or issues to be discussed in a group (related to give expressions of asking for and giving opinion, agreement and disagreement). The teacher was just as facilitator and motivator.</p> <p>c. The teacher gave evaluation or quiz to personal test or group every one week or two weeks in order to know the students' progress.</p>	<p>a. The students were in the classroom divided into some groups.</p> <p>b. The students did the tasks or to be discussed in their group (related to give expressions of asking for and giving opinion, agreement and disagreement).</p> <p>c. The students did evaluation or quiz personally.</p> <p>d. The students who participated more in the classroom got a gift from the teacher.</p>
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		d. The teacher gave an appreciation for groups that have high scores.	
6th meeting	Games	<p>a. The teacher divided students into some groups or teams. Every group consisted of four or five students based on the achievement, gender, and culture.</p> <p>b. The teacher gave some tasks or issues to be discussed in a group (related to give expressions of asking for and giving opinion, agreement and disagreement). The teacher was just as facilitator and motivator.</p> <p>c. The teacher gave evaluation or quiz to personal test or group every one week or two</p>	<p>a. The students were in the classroom divided into some groups.</p> <p>b. The students did the tasks or to be discussed in their group (related to give expressions of asking for and giving opinion, agreement and disagreement).</p> <p>c. The students did evaluation or quiz personally.</p> <p>d. The students who participated more in the classroom got a gift from the teacher.</p>

		<p>weeks in order to know the students' progress.</p> <p>d. The teacher gave an appreciation for groups that have high scores.</p>	
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1) Posttest

The researcher was conducting a post- test after doing the treatment. The purpose of conducting students' post- test was to know the students' achievement after the treatment. The contents of the post- test are the student's answers about some questions orally. The questions are parts of the material which they have learned. The number of the test items is also five. The test items are different from the pretest, but the level of difficulty is the same.

2) Documentation

According to Sugiyono documentation is a method used for obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research.⁴²

⁴² Maulana, Achmad Rizal, and Elyan Lesmana. "ANALISIS FAKTOR KOMPENSASI DAN HUBUNGANYA DENGAN KINERJA KARYAWAN DI CV. MAHA JAYA." (2021).

During the pre-test and post-test, of course, documentation was needed to determine students' speaking ability to assess student achievement before and after treatment. in the form of documentation. This can help researcher. Besides that, it can also make it easier for researcher to give a score. **G. Technique of Data Analysis**

Statistical testing of individual students score data by using the following formula:

$$\Sigma = \frac{X}{N} \times 100$$

Where :

Σ = Standard score

X = Students score

N = Maximum score

100 = Constant number⁴³

Table 3.6.

Classification Score of Students ⁴⁴

Range of Score	Classification
81-100	Very good

⁴³ Amu, Vidya Arista. "Developing Speaking Skill Of Grade Viii Students Through Short Dialogue." E-Journal of Elts (English Language Teaching Society) 7.3..

⁴⁴ Arikunto, S. (2012). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

On the basis of the standard score calculating , the mean scores of the pre test and post test bot the experimental and control classes were calculated by applying the following formula :

$$\bar{x} = \frac{\sum X^1}{n_1}$$

$$\bar{x} = \frac{\sum X_2}{n_2}$$

Where :

x_1 = Mean score in experimental class

x_2 = Mean score in control class

$\sum X^1$ = Sum of score In Experimental

$\sum X^2$ = Sum of score control class

n_1 = Number of students in experimental class

n_2 = Number of students in control class⁴⁵

⁴⁵ Arikunto, *Analisis Data Penelitian dengan statistik*, (Jakarta ; Bumi Aksara, 2006)

The sum squared scores deviation using the equation was prested as follows :

$$SS_1 = \sum x_1^2 = \frac{(\sum x_1)}{n_1}$$

$$SS_2 = \sum x_2^2 = \frac{(\sum x_2)}{n_2}$$

Where :

ss_1 = Sum square in experimental class

ss_2 = Sum square in control class

$\sum x_1^2$ = Sum square scores in experimental class

$\sum x_2^2$ = Sum square scores in control class⁴⁶

To calculate the score for experimental and control classes, test was to find $t = \text{count}$ which would be compared $t = \text{table}$ later. The comparison between the $t = \text{count}$ and $t = \text{table}$ informed whether the alternative hypothesis accepted or rejecter. The equation was presented as follows :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

⁴⁶ Sugiyono, *Metode penelitian pendidikan pendekatan Kualitatif, kuantitatif.*(Bandung Alfabeta, 2013), 130

\bar{x}_1 = Mean score experimental class

\bar{X}_2 = Mean Score in control class

ss_1 = Sum of squares in experimental class

ss_2 = Sum of squares in control class

n_1 = Number of students in experimental class

n_2 = Number of students in control class⁴⁷

⁴⁷ Ibid 191

CHAPTER IV

RESULTS OF THE RESEARCH

A. Result of the Research

In this section, the researcher wants to present the results of the research. the researcher gave text to students consisting of pre-test and post-test. giving the pre test at the beginning of the meeting while the post test is given at the end of the meeting.

Scoring classification Pre-test and Post-test in Experimental Class

In this research, the experimental class was class tenth IPA with 17 students. Where this class is given material that can improve students' speaking skills as a treatment. After giving the pre-test at the first meeting, the researcher gave treatment in 6 meetings using the STAD method which can improve students' speaking skills and giving the post-test at the end of the meeting.

The Researcher calculate the students' result of the test by using the following formula:

$$\Sigma = \frac{X}{N} \times 100$$

Where :

Σ = Standard score

X = Students Speaking score

N = Maximum score

100 = Constant number

If students speak well in these four aspects, as follows: Pronunciation, Grammar, Fluency, Vocabulary and will get the highest score of 5 for each aspect in each speaking. So that the student's assessment score for the highest score is 20 multiplied by 100 then divided by the maximum value of 20 and the result is that the student gets the highest score of 100.

The results of pre-test and post-test for experimental are presented on the following table:

Table 4.1 The Results of Pre – Test for Experimental Class

No	Name	Criteria of speaking				Total score	Pre -test	Classification
		P	G	F	V			
1	AS	2	1	1	1	5	25	Poor

2	AD	1	1	1	1	4	20	Poor
3	AJ	1	1	1	1	4	20	Very Poor
4	DA	1	1	1	2	5	25	Poor
5	DS	1	1	1	1	4	20	Very Poor
6	FN	2	1	1	1	5	25	Poor
7	FA	2	1	1	1	5	25	Poor
8	ID	1	1	2	1	6	30	Very Poor
9	JU	2	1	1	1	5	25	Very Poor
10	MK	2	1	1	1	5	25	Poor
11	NA	2	1	1	1	5	25	Poor
12	NY	2	1	1	1	5	25	Poor
13	OK	1	1	1	1	4	20	Very Poor
14	PS	2	1	2	1	6	30	Fair
15	SW	2	1	1	1	5	25	Poor
16	SR	2	2	2	2	8	40	Fair

17	WD	1	1	1	1	4	20	Very poor
	Total					85	425	

Where :

P : Pronunciation

G : Grammar

F : Fluency

V : Vocabulary

Based on the results of the experimental class pre-test presented in table 4.1, the authors found the highest score was 40 and the lowest score was 20. This shows that the students' speaking in the experimental class pre-test was low.

Next, to find out the average value of the pre-test in experimental class using the following formula:

$$\begin{aligned} \bar{\Sigma} &= \frac{\Sigma X^1}{n_1} \\ &= \frac{425}{17} \\ &= 25 \text{ Low} \end{aligned}$$

Where :

x_1 : Mean score of experimental class

Σx_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on the calculation results above, it shows that the average pretest score in the experimental class is 25. This shows that the average pretest score in the experimental class was not significant.

Table 4.2 The Results of Post – Test for Experimental Class

No	Name	Criteria of speaking				Total score	Post - test	Classification
		P	G	F	V			
1	AS	2	1	2	1	6	30	Poor
2	AD	4	2	4	2	12	60	Fair
3	AJ	3	2	3	2	10	50	Fair
4	DA	5	2	4	3	14	70	Good
5	DS	3	1	3	2	9	45	Poor
6	FN	5	2	4	2	13	65	Good
7	FA	3	1	3	2	9	45	Poor
8	ID	4	2	4	2	12	60	Fair
9	JU	4	2	4	2	12	60	Fair

10	MK	5	2	4	2	13	65	Good
11	NA	5	3	5	3	16	80	Good
12	NY	4	2	4	1	11	55	Fair
13	OK	4	1	3	2	10	50	Fair
14	PS	5	3	5	4	17	85	Very Good
15	SW	4	2	4	4	14	70	Good
16	SR	5	3	5	5	18	90	Very Good
17	WD	3	1	3	2	9	45	Fair
	Total					205	1025	

Where :

P : Pronunciation

G : Grammar

F : Fluency

V : Vocabulary

Based on the post-test results of the experimental class presented in table 4.2, the authors found that the highest score was 90 and the lowest score was 20.

This shows that the students' speaking in the experimental class post-test was good.

Next, to find out the average value of the post-test in experimental class using the following formula :

$$\begin{aligned}\bar{\Sigma} &= \frac{\Sigma X^1}{n_1} \\ &= \frac{1025}{17} \\ &= 60.3 \text{ Increase}\end{aligned}$$

Where :

x_1 : Mean score of experimental class

Σx_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on the above calculations, it was found that the average post-test score in the experimental class was 60.3. This shows that the average post-test score in the experimental class has increased effectively from 25 (Pre-test) to 60.3 (Post-Test).

The mean score of the experimental class had been found, then continued to calculate the standard deviation of pre – test and post – test for two classes which presented in the following table:

Table 4.3 Deviation and Square Deviation for Experimental Class

No	Name	Test Score	X	X2

		Pre – Test	Post – Test		
1	AS	25	30	5	25
2	AD	20	60	40	1600
3	AJ	20	50	30	900
4	DA	25	70	50	2500
5	DS	20	45	25	625
6	FN	25	65	40	1600
7	FA	25	45	20	400
8	ID	30	60	30	900
9	JU	25	60	35	1225
10	MK	25	65	40	1600
11	NA	25	80	55	3250
12	NY	25	55	30	900
13	OK	20	50	30	900
14	PS	30	85	55	3250

15	SW	25	70	45	2025
16	SR	40	90	50	2500
17	WD	20	45	25	625
	Total	425	1025	575	24725

The number of deviations was 575 and the number of square deviations was 24,725. The mean score deviation of experimental class was calculated by the following formulas:

$$\begin{aligned}\bar{\Sigma} &= \frac{\Sigma x^1}{n_1} \\ &= \frac{575}{17} \\ &= 34\end{aligned}$$

The mean deviation of experimental class was 34 it is on the basis of the mean score deviation. The sum square deviation of experimental class was calculated by the following formulas:

$$\begin{aligned}SS_1 &= \Sigma x_1^2 - \frac{(\Sigma x_1)^2}{n_1} \\ &= 24,725 - \frac{(575)^2}{17} \\ &= 24,725 - \frac{330,6}{17}\end{aligned}$$

$$= 24,725 - 19,448$$

$$= 5,277$$

Where :

S_1 : Sum squares in experimental class

Σx_1^2 : Sum squared scores in experimental class

n_1 : Number of students in experimental class

Based on the calculation above, the sum of the squared deviations in the experimental class was 5,277.

2. Scoring Classification Pre – test and Post – test Score in Control Class

In this research, the control class was tenth IPS consisting of 20 students. This class is given conventional methods as treatment. After giving pre-test at the first meeting, the researcher gave treatment at six meetings using conventional method and giving a post-test at the last meeting.

The Researcher calculate the students' result of the test by using the following formula:

$$\Sigma = \frac{X}{N} \times 100$$

Where :

Σ = Standard score

X = Students Speaking score

N = Maximum score

100 = Constant number

If students speak well in these four aspects, as follows: Pronunciation, Grammar, Fluency, Vocabulary and will get the highest score of 5 for each aspect in each speaking. So that the student's assessment score for the highest score is 20 multiplied by 100 then divided by the maximum value of 20 and the result is that the student gets the highest score of 100. The results of pretest and posttest for control class are presented on the following table:

Table 4.4 The Results of Pre – test for Control Class

No	Name	Criteria of speaking				Total score	Pre - test	Classification
		P	G	F	V			
1	AT	1	1	1	1	4	20	Very Poor
2	AM	1	1	1	1	4	20	Very Poor
3	AR	1	1	2	1	5	25	Poor
4	ABR	1	1	1	1	4	20	Very Poor
5	AJ	1	1	1	1	4	20	Very Poor
6	AK	1	1	1	2	5	25	Poor

7	AN	1	1	1	1	4	20	Very Poor
8	DA	1	1	1	1	4	20	Very Poor
9	ER	1	1	1	1	4	20	Very Poor
10	FB	1	1	1	1	4	20	Very Poor
11	FPP	1	1	1	1	5	25	Poor
12	FH	1	1	1	1	4	20	Very Poor
13	FAS	1	1	1	1	4	20	Very Poor
14	FT	1	1	1	1	4	20	Very Poor
15	HW	2	1	1	1	5	25	Poor
16	MD	1	1	1	1	4	20	Very Poor
17	NA	2	1	1	1	5	25	Poor
18	RF	1	1	1	1	4	20	Very Poor
19	SR	1	1	1	1	4	20	Very Poor
20	ZS	2	1	2	2	7	35	Poor
	Total					88	440	

Where :

P : Pronunciation

G : Grammar

F : Fluency

V : Vocabulary

Based on the results of the pretest of the control class which is presented on the table 4.4, the writer found the highest score was 35 and the lowest score was 20. It showed the students' speaking in the pretest of the control class was low.

Next, to find out the average value of the post-test in Control class using the following formula :

$$\begin{aligned}\bar{\Sigma} &= \frac{\Sigma x^1}{n_1} \\ &= \frac{440}{20} \\ &= 22 \text{ Low}\end{aligned}$$

Where :

x_1 : Mean score of experimental class

Σx_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculating above, the results indicate that the mean score of the pretest in control class was 22. It showed that the mean score of pretests in experimental class was not significant.

Table 4.5 The Results of Post – test for Control Class

No	Name	Criteria of speaking				Total score	Post - test	Classification
		P	G	F	V			
1	AT	2	1	2	1	6	30	Poor
2	AM	2	1	1	1	5	25	Poor
3	AR	3	1	2	2	8	40	Poor
4	ABR	2	1	2	2	7	35	Poor
5	AJ	2	1	3	1	8	40	Poor
6	AK	4	1	3	1	9	45	Fair
7	AN	3	1	3	2	9	45	Fair
8	DA	2	1	1	2	6	30	Poor
9	ER	2	1	2	2	7	35	Poor
10	FB	1	1	2	1	5	25	Poor
11	FPP	4	2	4	3	13	65	Good

12	FH	2	1	2	2	7	35	Poor
13	FAS	1	1	2	1	5	25	Poor
14	FT	3	1	3	2	9	45	Fair
15	HW	4	2	4	2	12	60	Fair
16	MD	3	1	2	2	8	40	Poor
17	NA	4	1	3	2	10	50	Fair
18	RF	5	1	3	2	11	55	Fair
19	SR	4	1	4	3	9	45	Fair
20	ZS	5	3	4	3	15	75	Good
	Total					169	845	

Where :

P : Pronunciation

G : Grammar

F : Fluency

V : Vocabulary

The control class in this research the writer posttest findings on the table 4.5 the highest score was 75 and the lowest score was 20. It showed the students' speaking in the pre – test of the control class was good.

$$\begin{aligned}\bar{X} &= \frac{\sum X^2}{n_1} \\ &= \frac{845}{20} \\ &= 42,3\end{aligned}$$

Based on calculating above the results indicate that the mean score of posttests in control class was 22. It showed that the mean score of posttests in experimental class not effectively progress from 22 Pretest to 42.3 Posttest.

Table 4.6 Deviation and Square Deviation for Control Class

No	Name	Test Score		X	X ²
		Pre – Test	Post - Test		
1	AT	20	30	10	100
2	AM	20	25	5	25
3	AR	25	40	15	225

4	ABR	20	35	15	225
5	AJ	20	40	20	400
6	AK	25	45	20	400
7	AN	20	45	25	625
8	DA	20	30	10	100
9	ER	20	35	15	225
10	FB	20	25	5	25
11	FPP	20	65	45	2025
12	FH	20	35	15	225
13	FAS	20	25	5	25
14	FT	20	45	25	625
15	HW	25	60	35	1225
16	MD	20	40	20	40
17	NA	25	50	25	625
18	RF	20	55	35	1225

19	SR	20	45	25	625
20	ZS	35	75	40	1600
	Total	435	845	410	10590

Based on the table above, the number of deviations is 410 and the sum the squared deviation is 10.590. Deviation of mean score for pre-test and post-test from the control class is calculated in the following formula:

$$\begin{aligned}\bar{\Sigma} &= \frac{\Sigma X^2}{n_1} \\ &= \frac{410}{20} \\ &= 21\end{aligned}$$

The mean deviation of Control class was 21 it is on the basis of the mean score deviation. The sum square deviation of Control class was calculated by the following formulas:

$$\begin{aligned}SS_2 &= \Sigma x_1^2 - \frac{(\Sigma x_1)^2}{n_1} \\ &= 10.590 - \frac{(410)^2}{20} \\ &= 10.590 - \frac{168,1}{20} \\ &= 10.590 - 8.405 \\ &= 2.185\end{aligned}$$

Where :

S2 : Sum squares in experimental class

Σx^2_1 : Sum squared scores in experimental class

n_1 : Number of students in experimental class

Based on the calculation above, the sum of the squared deviations in the control class is 2.185.

Table 4.7 The Mean Score and Deviation of Experimental Class

The Test of experimental class	Mean score	Mean Deviations	Sum Squared Deviation
Pre – Test	25	34	5,277
Post - Test	60,3		

This table shows that students' Speaking improved where the average score on the pre-test was 25 low. In the post-test, the students' average score increased to 60.3 improved and the mean deviation was 34, which is the sum of the squared deviations is 5,277.

Table 4.8 The Mean Score and Deviation of control Class

The Test of Control class	Mean score	Mean Deviations	Sum Squared Deviation
Pre – Test	22	21	2.185
Post - Test	42,3		

This table shows that students' Speaking improved where the average score on the pre-test was 22 low. In the post-test, the students' average score increased to 43 improved and the mean deviation was 21 which is the sum of the squared deviations is 2.185.

After calculating the mean scores and deviation scores of the experimental and control classes, the authors calculated the t-test scores to see whether there was a comparison between the experimental and control classes in using STAD to improve students' speaking skills.

To calculate the scores of the experimental class and the control class, a t-test was carried out to determine whether the t-table informs whether the alternative hypothesis is accepted or rejected. The equation is presented as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\begin{aligned}
&= \frac{34 - 20,5}{\sqrt{\left(\frac{5,277 + 2.185}{17+20-2}\right)\left(\frac{1}{17} + \frac{1}{20}\right)}} \\
&= \frac{13,5}{\left(\frac{7,462}{35}\right) (37)} \\
&= \frac{13,5}{(213.2)(37)} \\
&= \frac{13,5}{213.2} \\
&= 0.064
\end{aligned}$$

Where :

x_1 = Mean score experimental class

X_2 = Mean Score in control class

ss_1 = Sum of squares in experimental class

ss_2 = Sum of squares control class

n_1 = Number of students in experimental class

n_2 = Number of students in control class

The calculation above shows that the score of the experimental class and control class using the t-test is (0.064). Then based on the significant differences between the experimental and control classes above, the researcher used a significance level of 0.05 (2-tail) test.

The t-table obtained in the following:

Experimental class n_1 : 17

Control class n_2 : 20

Degree of freedom (df) : $n_1 + n_2 - 2$

: $17 + 20 - 2$

: 35

Level of significant : 0.05

35 : 1.689

Degrees of freedom 35 can be seen in the following t-table list of values with a significant level of 0.05 or 5% 1.689. The results show that the t-test value 0.064 is greater than the t-table value 1.689. This means that the alternative hypothesis (H_a) is accepted, in the sense that using STAD is effective in improving students' speaking.

B. Discussion of the Research

The teaching and learning process is a process in which teachers and students interact directly with each other to educate in order to achieve certain goals, in this case the teacher conveys material, guides, encourages and provides student learning facilities, and uses appropriate methods to improve student learning properly.

With the support of learning facilities, it is hoped that students can be motivated in learning, students are more enthusiastic about carrying out activities in learning so that they can improve learning and good results. In this research the writer used the Quasi experiment. the population of this study, was a students of class Theth MAN Donggala.

In this research, the use of the STAD method can improve students' pronunciation in speaking English in tenth grade at MAN Donggala. So I think the STAD method is very good in improving students' pronunciation in speaking English and is able to make it easier for students to carry out effective learning when in the classroom.

The researcher took two classes as samples, one as an experimental class and one as an experimental class is the control class. The total number of students from the two classes is 37 students. The experimental class consisted of 17 students and the control class consists of 20 students. Based on the results of resercher on the pre-test on the experiment and control class showed that the students' lack of speaking was caused by that learning method is boring and no enthusiasm to learn English. Hence the result the pre-test in the two classes is very weak, in the experimental class the score was 25 and control class their score was 22.

Furthermore, then the researcher gave a post test whose results showed that there was a significant difference in the scores of the students in the experimental class and the control class. The post-test results in the experiment after using the STAD method obtained a score of 60.3 and the post-test results in the control class which was treated with conventional methods with a score of 42,3.

Based on statistical data analysis, the average score in the pre-test experimental class was 25 and the post-test average score increased to 60.3, the average deviation was 34, where the number of squared deviations was 5,277.

Therefore, the average score in the control class is 22, in the post test the average student score is 43 not really increasing and the mean deviation is 21, which is the deviation of the sum of the squares is 2.185.

The researcher calculates the t-test value to see if there is a comparison between the experimental class and the control class using STAD. Based on the calculation of the score of the experimental class and the control class using the t-test is 0.064. The researcher used a significance level of 0.05 of (2-tailed) test, along with a list of t-table values with a significant level of 0.05 or 5% 1.689. The results show that the t-test value 0.064 is higher than the t-table value 1.689 means that the alternative hypothesis H_a is accepted.

Some of the results achieved by these students provide evidence that the use of the STAD method in teaching speaking can help students improve their speaking skill in the language. Student Team Achievement Divisions (STAD) improve students' speaking skill. Thus, students become happy and more active in class, because with the method used by the researcher in the learning process it makes students not bored in learning let alone learning English.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of the previous conclusions and discussion, the author concludes that the Team Achievement Division (STAD) to improve the speaking skills of tenth grade students at MAN Donggala is effective and improving.

Furthermore, the authors conclude that using the Student Team Achievement Divisions (STAD) method can improve students' speaking skills in tenth grade MAN Donggala effective and increasing. it was the accepted hypothesis is the alternative hypothesis, degrees of freedom (35) can be seen in the following list on the t-table value with a significant level of 0.05 or 5% 1.689. The results show that the t-test value 2.520 is higher than the t-table value 1.689.

Therefore, looking at the research results and evidence related to field situations, the researcher concluded that the use of the STAD method can improve students' speaking in class

B. Suggestion

Base the conclusion above , the writer proposes some suggestion such as :

1. For teacher

The Team Achievement Division (STAD) can significantly improve the speaking skills of tenth grade students at MAN Donggala. So it is highly recommended for English teachers to apply it in teaching speaking in class.

2. For the student

The Students should play an active role in the learning process, not be embarrassed or afraid to speak English, especially in speaking skills. Students should learn more at all times and students are also advised to pay attention to their English learning, especially in English speaking skills.

3. For the next researcher

The Writer hopes that this research can be useful as a reference for other parties conducting and developing similar research.

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