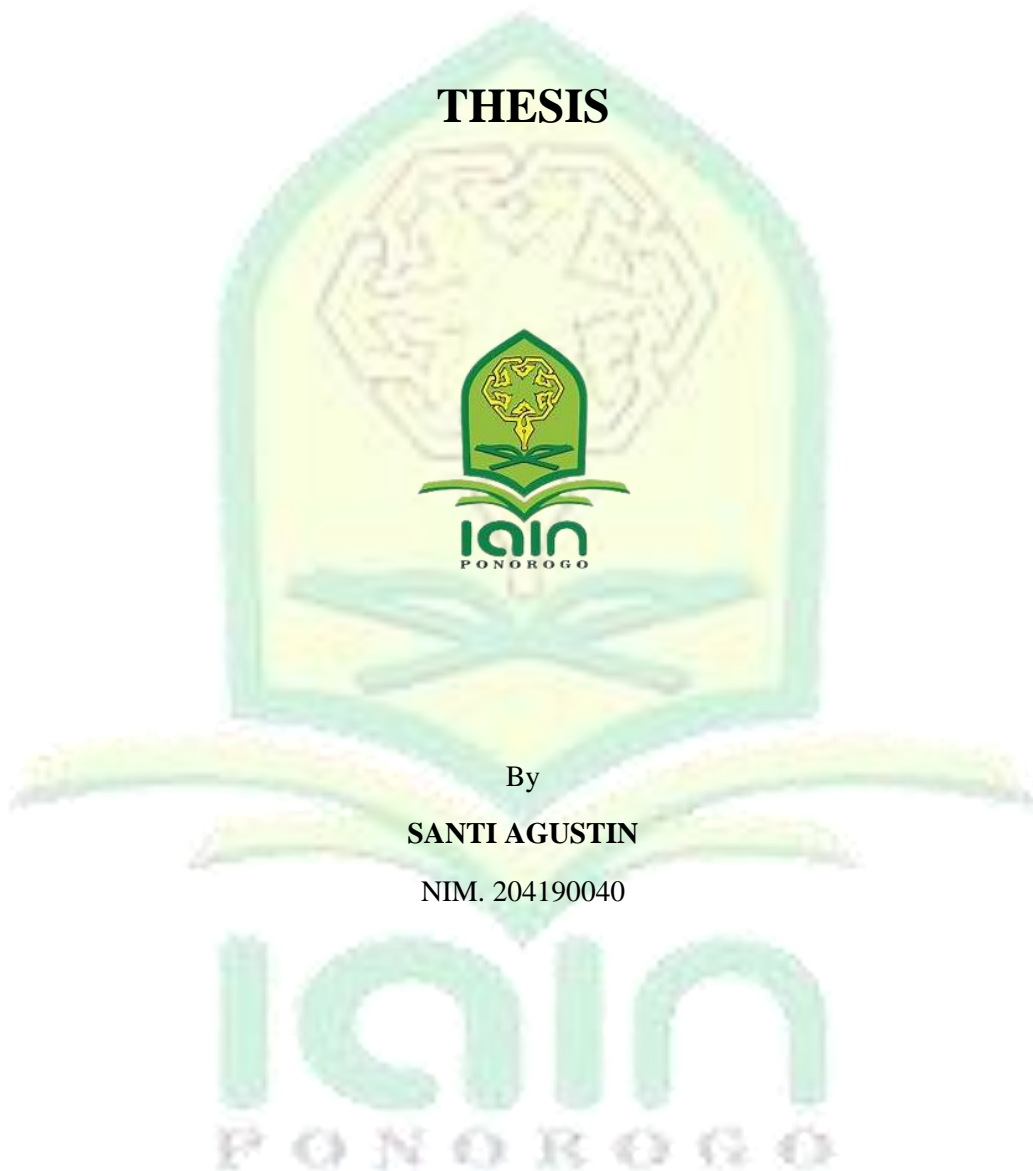


**THE EFFECTIVENESS OF STUDENT TEAMS ACHIEVEMENT
DIVISION (STAD) STRATEGY TO IMPROVE STUDENTS' SPEAKING
ABILITY AT MTs NEGERI 2 PONOROGO**

THESIS



By

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2023

Abstract

Agustin, Santi. 2023. *The Effectiveness of Student Teams Achievement Division (STAD) Strategy to Improve Students' Speaking Ability at MTs Negeri 2 Ponorogo.* Thesis, English language Teaching Department, Tarbiyah Faculty, State Islamic Institute of Ponorogo. Advisor Fenty Andriani, M.Pd.

Keywords: *Teaching Strategy, Student Teams Achievement Division (STAD), Teaching Speaking*

Speaking is a productive and creative oral skill that produces systematic verbal utterance which aims to convey meaning and directly observed by the listener. In language learning, speaking is essential to communicate with others. In contrast, students are still lacking in their speaking skill. It includes limited vocabulary, difficulty to pronounce words, and less confidence. In teaching speaking, the teacher should apply a strategy for teaching speaking. One of the strategies is Student Teams Achievement Division (STAD). STAD strategy is a group based in which students learn together and share their problems or difficulties with their friends in speaking. Thus, students can reduce their doubt, fear, and shyness to speak and express their thought.

This research aims to determine whether there is a significant difference score between students who were taught by using Student Teams Achievement Division (STAD) strategy and those who were not at MTs Negeri 2 Ponorogo.

The researcher used quantitative research with a quasi-experimental design. This research used two classes which are taught by using two different strategies. The experimental class was taught by using Student Teams Achievement Division (STAD) strategy and the control class taught by using lecturing, question, and answer strategy. The population was the eighth grade of MTs Negeri 2 Ponorogo which consist of 329 students. The sample is 60 students (30 students of the experimental class, and 30 students of the control class). The data were gathered through tests and documentation. Then, the data analysis technique used the normality test, homogeneity test, and hypothesis test. The data were analyzed and processed using the t-test formula by using SPSS 25 version.

The result of this research found that the average score in the experimental class was 70.95. meanwhile, the control class was 68.70. Thus, it can be concluded that there is a difference in the average score between the experimental class and the control class. Then, from the result of the paired sample t-test, a significant value obtained was 0.035. Therefore, the significant value is less than 0.05 ($0.035 < 0.05$). So, it can be concluded that there are significant differences in students' speaking ability between who were taught by using STAD strategy and who were not.

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Division (STAD) Strategy to Improve Students'
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Has been approved by the board of examiners on:

Day : Wednesday
Date : 13 September 2023

and has been accepted as the requirement for degree the *sarjana pendidikan* on:

Day : Monday
Date : 18 September 2023

Ponorogo, 18 September 2023

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is essential in every aspect of our lives. It is a communication medium to connect with other people. According to Alshami, language is a means of communication that conveys our thoughts, ideas, feelings, and emotions to others.² In globalization, English is meaningful in connecting society with the world from various aspects. In addition, students and the general public are forced to master English. Teaching English has become a trend and a learning imperative for students.³

In Indonesia, teaching English as a foreign language is difficult. The teacher must create learning activities that are exciting and enjoyable for the students. Learning methods and media are needed to succeed in English teaching and learning. Meanwhile, teaching English's objective is to increase learners' English abilities. It consists of four language soft skills that must be mastered by language learners, such as listening and speaking, reading and writing. Therefore, Rao stated that speaking is considered a crucial skill among the four English skills.⁴ In line with this, Nunan stated that learning speaking as a foreign language is more complicated than other skills for two reasons. First, speaking takes place in real-time, and it cannot be edited or changed when you speak.⁵

Speaking is a productive oral skill that processes oral utterances systematically to deliver the message.⁶ In short, speaking is a human way of conveying messages, thoughts, and feelings. Thus, speaking helps people communicate with other people. In line with this,

² Iman Alshami, "Language and Linguistics," March 2019, 1.

³ Ely Fitriani, J. Julia, and Diah Gusrayani, "Studi Kasus: Kecemasan Berbicara Bahasa Inggris sebagai Bahasa Asing," *Jurnal Basicedu* 6, no. 2 (February 12, 2022): 2313.

⁴ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *VS Publications* 2, no. 2 (2019): 8.

⁵ David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 48.

⁶ Kathleen M. Bailey, *Practical English Language Teaching Speaking* (McGraw-Hill ESL/ELT, 2005), 2.

and feelings. Thus, speaking helps people communicate with other people. In line with this, speaking is the primary communication between human beings. Due to the essential speaking skills in international languages, English language learners want to master speaking skill than other skills. Usmonov in Sudarmo argues that foreign language learners and the general public must learn speaking skills to achieve high competence orally and in writing so that they can use it as a method of communication, especially in study and work activities.⁷ In line with this, speaking is important because it is a communication medium in many aspects.

Therefore, teaching speaking is also an important activity in learning a new language. It can help learners build vocabulary, and improve grammar, listening, and writing as well.⁸ According to Burkart, the aim of teaching speaking skills is to communicate effectively.⁹ Thus, the teacher has to allow the learners to speak and practice in the language classroom. It may also motivate and increase their interest in learning a language.

Based on the pre-research at the second internship at MTs Negeri 2 Ponorogo, August 29 - September 29, 2022, some students said they struggled to speak English. The researcher interviewed some students from eighth grade at MTs Negeri 2 Ponorogo, researcher found students' difficulties in speaking English. EJT a student of VIII D said that she still struggles in retelling story, such as not used to use English, limited vocabulary, difficulty how to pronounce words, and shy while speak English in front of class.¹⁰ Then, SPNF a student of VIII E said that she has same problems with EJT. She added that she

⁷ Sudarmo, "The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives," 2021, 114, <https://lingcure.org/index.php/journal/article/view/1321>.

⁸ Selcuk Koran, "The Role of Teachers in Developing Learners' Speaking Skill," 2015, 404.

⁹ Burkart, *The Goal of Teaching Speaking Skills Is Communicative Efficiency*, 2004, 1.

¹⁰ Interview EJT, a Student of VIII D, March 30, 2023.

was not fluent speaking English because less practice.¹¹ In addition, ASHE a student of VIII B said that he unmotivated and lazy learn English because speak English is difficult.¹²

In addition, Mrs. Siti Zulaikah, an eighth-grade English teacher said that among four skills, speaking skills are the most difficult for students to master for several reasons.¹³ First, limited vocabulary. She said that some students did not know some vocabulary. It limits students in conveying their thoughts and opinions. Second, difficulty how to pronounce words. She said that some students often make mistakes while pronouncing English words because the written form and pronunciation are different. The third one is low self-confidence. She said that some students felt shy and nervous about using English while performing in front of the class. Thus, the innovation learning process is need to overcome this problem.

In teaching speaking, teacher should apply a fun, interesting, and creative learning strategy in his classroom. Through a fun, interesting, and creative learning activities students will more speak actively and enjoy the learning process. Thus, the teachers' role is important in determining the success of learning and teaching activities. It because the teacher has to select various strategies, methods, media that suitable with the learning materials and the student characteristics.

Nevertheless, a learning strategy is essential in language learning. William and Burden stated that a learning strategy is like a tactic' used by a teacher. It is a series of skills used with a particular learning purpose. The strategy used by the teacher determines the success factor in learning a language.¹⁴ Therefore, several learning strategies may apply in teaching speaking, such as think-pair-share, learning together, teams-games-tournaments,

¹¹ Interview with SPNF a Student of VIII E, March 30, 2023.

¹² Interview with ASHE a Student of VIII B, March 30, 2023.

¹³ Interview With Siti Zulaikah, March 28, 2023.

¹⁴ Marion Williams and Robert L. Burden, *Psychology for Language Teachers: A Social Constructivist Approach*, Cambridge Language Teaching Library (Cambridge; New York: Cambridge University Press, 1997), 145.

student teams achievement division, and more. Each strategy has different benefits and disadvantages in teaching process. Thus, the teacher must choose strategies that are suited to learning objectives, student characteristics, time allocation, and classroom management. In short, it is tailored to the teacher need in his class.

Student Teams Achievement Division or STAD is a learning strategy that students learn together in small group, share their problem or difficulties with their friends. Slavin stated STAD is a cooperative learning strategy where students work together in groups of 4-5 students with different levels of ability to achieve the common learning goal.¹⁵ This strategy not only helps students understand and master the learning materials, it also could reduce less-confidence while speak and express their thought. While students shy or afraid to ask or express their opinion, they can ask or discuss it with their group member to solve the problem. In addition, this strategy giving an opportunity to students speak freely express their thought and improve their critical thinking.

Moreover, Slavin points out that STAD has five stages: class presentation, teams, individual quizzes, individual progress scores, and team recognition.¹⁶ In STAD strategy, the team is a crucial stage among the five stages. In a team, students are emphasized to make team members do their best, that the students help each member understand the materials and support each member. Students can also share their problems or difficulties with their friends in a team or group. Thus, team work reduces their doubt, fear, and shyness to speak and express their thought. In the last stage, the best team was rewarded with average team scores and individual quiz scores.

Some previous studies said that Student Teams Achievement Division (STAD) strategy effectively improves students' speaking ability. The research entitled "The Effect

¹⁵ Robert E Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 15th ed. (Bandung: Nusa Media, 2015), 143.

¹⁶ Slavin, 146.

of Student Team Achievement Division (STAD) Technique on Students' Speaking Skills of Grade XII Students of SMA Negeri 1 Brandan Barat” by Suprayetno, Marpaung, and Yusrah. The finding showed the STAD technique positively influences students' speaking skills and perception.¹⁷ In addition, Wiraningsih's research stated that using STAD can develop speaking skills. Therefore, Firnanda et al. stated that implementing STAD can trigger students' motivation to speak up and encourage them, which supports their performance.¹⁸

Student Teams Achievement Division (STAD) strategy is highly recommended to apply in English classrooms to teach speaking. STAD has given opportunities for students to learn together in teams. In teams, students can discuss problems together in groups and share their ideas or opinions. Thus, the researcher hopefully used the STAD strategy in teaching speaking can make students speak freely and have more confidence to speak in front of their friends.

Based on the background above, the researcher is interested in conducting research entitled "The Effectiveness of Student Teams Achievement Division (STAD) Strategy to Improve Students' Speaking Ability at MTs Negeri 2 Ponorogo".

B. Identification of the Problem

The following problems found in this research as follows:

1. Generally, students at MTs Negeri 2 Ponorogo still have difficulty in speaking English.
2. The limited vocabulary affects many students who are confused and do not even know what to say.

¹⁷ Edi Suprayetno, Fernando Dr Napoli Marpaung, and Yusrah, “The Effect of Student Team Achievement Division (STAD) Technique on Students' Speaking Skills of Grade XII Students of SMA N.1 Brandan Barat,” 2, 10 (September 2022).

¹⁸ Rahmat Firnanda, Sofyan A Gani, and Iskandar Abdul Samad, “The Influence of Student Team-Achievement Division (STAD) In Developing Students' Speaking Skill,” 2019, 64.

3. Students are confused about pronouncing words in English because of the differences between written and spoken.
4. Lack of self-confidence makes students nervous while using English.

C. Limitations of the Study

The researcher limited the research in teaching speaking recount text at the eighth grade of MTs Negeri 2 Ponorogo by using the Student Teams Achievement Division (STAD) strategy. The subject of this research is class VIII B Bilingual as the experimental class, and VIII E Bilingual as the control class at MTs Negeri 2 Ponorogo in the academic year 2022/2023.

D. Statements of the Problem

Based on the background and the research limitation, the researcher formulated the research problem: "Is there any significant difference in speaking achievement between students who are taught by using Student Teams Achievement Division (STAD) strategy and those who are not?"

E. Objective of the Study

This research aims to find out the effectiveness of the Student Teams Achievement Division (STAD) strategy in teaching speaking recount text.

F. Significances of the Study

This research expects to give advantages in determining the enhancement of students' speaking ability through the Student Teams Achievement Division strategy that focuses on the following:

1. Theoretically

The finding of this research is expected to add and enrich the theory about the Student Teams Achievement Division (STAD) in teaching speaking skills.

2. Practically

This research expects to give advantages for:

a. Students

It can motivate students to learn English, especially speaking, with active and fun learning activities to improve their speaking skills without confusion.

b. Teacher

The research finding can be a reference for the teacher for creative and effective learning strategies in teaching speaking.

c. Future Researcher

This research can be used as information or reference for further study concerned with using STAD strategy in teaching speaking skills.

G. Organization of the Study

This study was written systematically to make it easier for the reader to understand.

This research covers five chapters.

The first chapter discusses the introduction of the study. This chapter explains the background of the study, the identification of the problem, the limitation of the study, the research question, the research objective, the study's significance, and the thesis's organization.

The second chapter discusses the theoretical framework. This chapter provides the study's related literature, including the theoretical background, previous studies, conceptual framework, and research hypothesis. In the theoretical background, the researcher explained the definition of speaking, basic types of speaking, the element of speaking, the definition of teaching speaking, teaching speaking strategy, assessing speaking, the definition of STAD strategy, implementation of STAD strategy, advantages of STAD strategy, disadvantages of STAD strategy, and recount text.

The third chapter discusses the method of this research. This chapter explains the research design, setting, population, sample, data collection, instruments, validity, reliability, data analysis, and hypothesis testing.

The fourth chapter discusses the result. This chapter explains the findings of the research that present the process of conducting the pre-test until the post-test. The researcher used SPSS 25 applications to calculate the student's scores.

The fifth chapter is the conclusion and suggestion. This chapter answers the research objective of this research and gives recommendations for the students, the teacher, the readers, and future researchers.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Speaking

a. Definition of Speaking

According to Brown, the definition of speaking is a productive skill that can be directly and empirically observed or measured by the listener.¹ In line with this, Nunan stated that speaking is the productive oral skill that produces systematic verbal utterances to convey meaning.² Meanwhile, Bailey argues that speaking is a productive oral skill that produces systematic verbal utterances to convey meaning.³ Based on the experts' opinion above, it can be concluded that speaking is a productive and creative oral skill that produces systematic verbal utterance which aims to convey meaning or message and is directly observed by the listener.

Therefore, speaking is crucial in creating a link with other people. It helps humans stay connected to other people in social life. According to Oxford Learner's Dictionary, the definition of speak is to have a conversation with somebody or to have a conversation with somebody. In conclusion, speaking is an action or activity of conversation with somebody to express information or a message in spoken language.

b. The Basic Types of Speaking

Brown stated that there are five basic kinds of speaking, such as imitative, intensive, responsive, interactive, and extensive (monologue).⁴

¹ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment Principles and Classroom Practices*, 3rd ed. (Pearson Education, 2018), 156.

² David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 48.

³ Bailey, *Practical English Language Teaching Speaking*, 2.

⁴ Brown and Abeywickrama, *Language Assessment Principles and Classroom Practices*, 157–159.

1) Imitative

Imitative is the ability to imitate a word, phrase, or sentence. It is a purely phonetic level of oral production; several prosodic (intonation, rhythm, etc.), lexical, and grammatical properties of language may be included in the performance criteria. It helps to practice pronunciation or intonation of a few vowel sounds.

2) Intensive

Intensive is the second kind of speaking that assesses the context of the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships. The assessment of imitative such directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of short conversations, standard greetings, small talk, simple requests and comments, and the like.

4) Interactive

Interactive speaking is the interaction's length and complexity, sometimes including multiple exchanges and participants. It can be divided into two types of interactive speaking: transactional language (exchange of specific information) and interpersonal exchanges (maintaining social relationships).

5) Extensive (Monologue)

According to Karpovich et al., extensive speaking or monologue is the individual oral work of students with the aim of practicing all the areas of the language system, which improve both language skills and the student's self-

confidence.⁵ Meanwhile, Brown stated that monologue tasks include speeches, oral presentations, and storytelling, during which the opportunity for verbal interaction from listeners is either highly limited or ruled out altogether.⁶

Its types are variative, such as sustained monologue: describing an experience, sustained monologue: putting a case, and sustained monologue: giving information.⁷ In this research, the researcher used sustained monologue: describing experience in a monologue speaking task. It focuses on describing personal experiences, past activities, and holiday experiences.

All basic types of speaking begin from imitative, intensive, responsive, interactive, and extensive; each type has different goals and functions.

c. Elements of Speaking

According to Harris, five components of speaking skills are generally recognized in analyses of the speech process. The components are pronunciation, grammar, vocabulary, fluency, and comprehension.⁸

1) Pronunciation

According to Oxford Dictionary, pronunciation is how a language or particular word or sound is pronounced. It includes the segmental features of vowels, consonants, stress, and intonation patterns.

2) Grammar

Grammar rules in the construction of a sentence or making a sentence. So, in making a sentence, we must pay attention to grammatical rules. According

⁵ Irina Karpovich et al., "The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills," *Education Sciences* 11, no. 6 (June 16, 2021): 3, <https://doi.org/10.3390/educsci11060298>.

⁶ H Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Pearson Education, 2004), 159.

⁷ Karpovich et al., 3.

⁸ David P. Harris, *Testing English as a Second Language* (New York: McGraw-Hill ESL/ELT, 1974), 81.

to Suryadi and Junaida, grammar is the knowledge of regulations in forming and combining words into sentences.⁹

3) Vocabulary

Azizah stated that vocabulary is a set of words people understand or use to make a new sentence.¹⁰ It plays an essential role in language learning because we cannot speak English without vocabulary.

4) Fluency

Fluency is about the ease and speed of the flow of speech. Based on Oxford Dictionary, fluency means being able to speak or write a language, especially a foreign language, easily and well.

5) Comprehension

Comprehension means the ability to understand. It means understanding the message in conversation by both speakers and listeners.

d. Teaching Speaking

Teaching speaking is an activity in learning a spoken language that can help learners enhance their speaking ability. According to Nunan, teaching speaking is sometimes considered a simple process.¹¹ In line with this, Arianti et al. argue that teaching speaking is a process of learning English that demands the ability to create communication in a second language clearly and efficiently.¹² Therefore, the main point of teaching speaking skills is communicative efficiency.¹³

⁹ Suryadi and Junaida, *Complete English Grammar Belajar Bahasa Inggris dari Awal Hingga Mahir*, 5th ed. (Yogyakarta: Pustaka Pelajar, 2014), 1.

¹⁰ Tri Fariha Azizah, "Peningkatan Kemampuan Vocabulary Bahasa Inggris Menggunakan Media Jumbled Letters Siswa Kelas IIIB MI Islamiyah Geluran Taman Sidoarjo" (Surabaya, Institut Negeri Agama Islam Sunan Ampel, 2012), 2.

¹¹ Nunan, *Practical English Language Teaching*, 2003, 48.

¹² Arin Arianti, Ms. Nurnaningsih, and Veronika Pratiwi, "A Media for Teaching Speaking Using YouTube Video," in *Proceedings of the International Conference on Applied Science and Engineering (ICASE 2018)* (International Conference on Applied Science and Engineering (ICASE 2018), Surakarta, Indonesia: Atlantis Press, 2018), 71, <https://doi.org/10.2991/icase-18.2018.19>.

¹³ Burkart, *The Goal of Teaching Speaking Skills Is Communicative Efficiency*, 2004, 1.

Teaching speaking is not easy to do. According to Nunan, some principles for teaching speaking help foreign language learners develop their speaking ability as follows:¹⁴

1) Provide something for learners to talk about

In language classrooms, the teacher can provide something for learners to discuss. It does not mean that only teachers can nominate a topic, not at all. Meanwhile, the teacher should be open to topics the learners want to discuss and incorporate them into lessons whenever possible. But it means you should prepare your speaking lessons with interesting topics or ideas to stimulate conversations and discussions.

2) Create opportunities for students to interact by using group work or pair work.

One way to overcome their reluctance and increase student speaking opportunities is to use pair work and group work. Pair-work is two students working together to complete a task or exercise using the target language. Meanwhile, group work is three or more students work together.

3) Manipulate physical arrangements to promote the speaking practice.

Getting students to talk with one another in a new language can be challenging. Still, that difficulty is often exacerbated by the traditional classroom arrangement of desks facing forward toward the teacher's zone. Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom.

The teacher could apply three principles of teaching speaking in a language classroom that help students improve their speaking ability.

¹⁴ Kathleen Bailey and David Nunan, *Practical English Language Teaching Speaking* (McGraw-Hill Higher Education, 2005), 36–39.

e. Teaching Speaking Strategy

1) Definition of Teaching Strategy

Majid stated that strategy is a pattern planned or determined intentionally to carry out activities or actions. It covers activity objectives, who is involved in the activity, activity content, activity process, and activity support facilities.¹⁵ In line with this, Panggabean et al. stated that the strategy has the meaning of the general structure of the activity, which is used as a plan for implementing an activity that involves many elements that must be regulated.¹⁶

Based on the expert opinion above, it can be concluded that strategy is a pattern of activities used as a plan or determined intentionally to carry out activities that cover activity objectives, who is involved in the activity, activity content, activity process, and activity support facilities.

2) Strategies in Teaching Speaking

In teaching speaking, teacher strategy is an important thing in supporting the learning process. According to F. Razi, A. Muslem, and D. Fitriasia, teaching strategy is the various methods teachers implement in teaching-learning.¹⁷ In line with this, Azizah and Lestari argue that teaching strategy involves some activities to help students to understand the knowledge.¹⁸ It guides the teacher in planning teaching and learning activities. Majid said that it covered activity objectives, who is involved in the activity, activity content, activity process, and activity support facilities.¹⁹ However, the teacher must choose an appropriate strategy before teaching the students.

¹⁵ Abdul Majid, *Strategi Pembelajaran*, 3rd ed. (Bandung: PT Remaja Rosdakarya, 2014), 3–4.

¹⁶ Suvriadi Panggabean et al., *Konsep dan Strategi Pembelajaran*, 1st ed. (Yayasan Kita Menulis, 2021), 3.

¹⁷ Faisal Razi, Asnawi Muslem, and Dohra Fitriasia, "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students," *English Education Journal* 12, no. 3 (July 30, 2021): 401, <https://doi.org/10.24815/eej.v12i3.19136>.

¹⁸ Putri Hayu Nur Azizah and Ika Wahyuni Lestari, "Strategies in Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta," n.d., 5.

¹⁹ Majid, *Strategi Pembelajaran*, 4.

Some strategies can be used to teach speaking to develop students' speaking abilities. The strategies used in teaching speaking are based on several experts, such as simulation, role play, discussion, drilling, games, picture describing, and storytelling.

a) Simulation

Simulations are activities where students are asked to pretend to be in various social contexts and various social roles.²⁰ In the simulation, props and documents provided a somewhat realistic environment for language practice.²¹ In simulations, students can bring items to the class to create a real life.²²

b) Role-play

Nunan stated that in a role-play, students are given particular roles in the target language.²³ In role-play, students will take on practicing the roles of being someone. Role-plays allow learners to practice speaking the target language before they must do so in a real environment.

c) Discussion

Discussion is a strategy involving a topic or issue being discussed in a group.²⁴ In this strategy, students are given several topics or problems, then discuss them with their group and find.

²⁰ Razi, Muslem, and Fitriasia, "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students," 401.

²¹ Ibid, 57.

²² Azizah and Lestari, "Strategies in Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta," 6.

²³ Nunan, *Practical English Language Teaching*, 2005, 57.

²⁴ Ibid, 6.

d) Drilling

The students imitate and repeat words, phrases, or whole utterances in this strategy. Students could memorize and develop their speaking skills by repeating words, phrases, or utterances.

e) Games

Language games are used and designed depending on a student's needs and level. It is also designed based on the objective that wants to be obtained in speaking. Language games provide some benefits, such as leading the teaching process to become student-centered, promoting communicative competence that we often assume as the goal of communication in language teaching, and creating a meaningful context of language use.²⁵

f) Picture describing

This strategy is an easy way to teach speaking at the beginner level of learning English. The students looked at the picture and expected to remember the pictures that showed them easily. In addition, pictures describing make students remember and understand the new vocabulary more easily.²⁶

g) Storytelling

According to Oxford Dictionary, storytelling is the activity of telling or writing stories. In this strategy, students will tell stories orally in front of the class. It could improve students' speaking ability. In implementing this strategy, the teachers can vary the presentation using a book, picture, or moving characters.

²⁵ Razi, Muslem, and Fitriasia, "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students," 401.

²⁶ Razi, Muslem, and Fitriasia, 402.

f. Assessing Speaking

Speaking assessment is used to find out someone's speaking ability. Louma stated that speaking assessment is challenging because many factors influence our impression of how well someone can speak a language. We expect test scores to be accurate, just, and appropriate for our purpose.²⁷ In addition, many types can be used in assessing speaking.

According to Baily and Nunan, Direct tests, indirect tests, semi-direct tests, objective scoring, holistic ratings, and analytic ratings can use in assessing speaking.²⁸

1) Direct tests

A direct test of speaking involves a procedure in which the learners speak the target language, interact with the test administrator or other students, and generate novel utterances. For instance, an oral proficiency interview, a conversation, or an unscripted role-play can be considered direct speaking tests.

2) Indirect tests

An indirect test is one in which the test-takers do not speak. Meanwhile, an indirect test of speaking can be efficient and reliable. In addition, using indirect procedures may tell students that it is not important for them to practice speaking in English since they won't be evaluated on their speaking (an example of negative washback).

3) Semi-direct tests

This term has been applied in contexts where students speak (that is, they produce oral language) but doesn't interact in a conversation, interview, or role-

²⁷ Sari Luoma, *Assessing Speaking*, Cambridge Language Assessment Series (Cambridge; New York: Cambridge University Press, 2004), 1.

²⁸ Bailey and Nunan, *Practical English Language Teaching Speaking*, 21–25.

play. In short, the test-takers listen to prompts and tasks delivered by a recorded voice and respond by talking to a recording device.

4) Objective scoring

Objective scoring is one and only one correct answer to each objectively scored test item. It does not involve judgment during the scoring process (though much judgment may be involved in determining the correct answers to compile the key). Indeed objective scoring can be done by an untrained person using a scoring key.

5) Holistic ratings

A speech sample (such as an oral interview a recorded conversation, or a passage that a learner reads aloud) is given one overall evaluation, which may be a rating (a "six" on a ten-point scale) or a designation (pass versus not pass, or the "advanced" designation in a system that consists of novice, intermediate, advanced, or superior categories).

6) Analytic ratings

Involve rating systems in which the abilities underlying the speaking skill have been analyzed (hence the name, analytic). The test-takers are evaluated on how well they perform the various sub-skills. The analytic categories you include in your rating system amount to your theory of speaking.

In this research, researcher adapted Monologue Speaking Test (MST) by Karpovich et al. as parameters of monologue speaking test. Here is the parameters rubric of MST adapted by Karpovich et al.²⁹

²⁹ Karpovich et al., "The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills," 6.

Table 2. 1 Monologue Speaking Test Parameters Adapted by Karpovich et al.

No	Aspects	Score	Criteria
1	Content and organization of MST	3	The topic is elaborate and MST structure (introduction, a main idea, two sub topics, and re-orientation) fully corresponds to the MST plan.
		2	Lack of one structural element or content discrepancy of one structural element.
		1	Lack of two or more structural elements of content discrepancy of two or more structural elements.
2	Vocabulary	3	The use of 75% of the vocabulary and more from the list given. (The lexical unit is accepted in case of its correct pronunciation and usage in the right context)
		2	The use of 50-75% of the vocabulary from the list given.
		1	The use of less than 50% of the vocabulary list given.
3	Coherence	3	All structural elements of MST are coherent. The use of 8 linkers and more.
		2	The use 5-7 linkers.
		1	The use of fewer than 5 linkers.
4	Grammar	3	The use of simple past tense is correct and approximate.
		2	Occasionally make mistakes in simple past tense and/or word order errors that do not obscure meaning.
		1	Makes frequent errors in using simple present tense and word order that occasionally obscure meaning.
5	Fluency and pronunciation	3	The speech is fluent (smooth with little or no pausing). Pronunciation corresponds to the norm.
		2	The speech is rather fluent (fast enough, but disconnected and unclear) A few phonetic and prosodic mistakes are made.
		1	The speech is slow with lots of pausing; the speech contains repetitions of the same words most of the time. A lot of phonetic and prosodic mistakes are made.
6	Presentation of MST	3	The speaker relies of the MST plan only while performing utterance.
		2	MST is supported by the plan together with the student's note (keywords, the first word of the sentence, etc.)
		1	MST is supported by the text.

$$\text{Total Score} = \frac{\text{Gain Score}}{\text{Max Score}} \times 100$$

2. Cooperative Learning

Cooperative learning is a learning method that students learn together with small group which aims to achieve learning objectives. According to Slavin, cooperative learning is a teaching method in which students work in small groups to help each other learn academic content.³⁰ In line with this, Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and learning of all group members.³¹ Meanwhile, Huda stated that cooperative learning is a strategy in which students work together in small groups and help each other in learning.³²

Majid added that In cooperative learning, students have two responsibilities, learning for themselves and helping fellow members to learn.³³ Cooperative learning has several type, such as Student Teams Achievement Division (STAD), Teams Games Tournaments (TGT), Jigsaw II, Learning Together, Cooperative Integrated Reading and Composition (CIRC), and more. This learning method has several goal according to Majid as follows:³⁴

1. Improve students performance in academic assignments. This method has benefit in help students to understand difficult concepts.
2. Students can accept their friends who have various backgrounds.
3. Develop students' social skills. It includes, share tasks, actively ask questions, respect people's opinions, and more.

³⁰ Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 9.

³¹ Li M, lam, and B H, "Cooperative Learning," *The Hong Kong Institue*, June 24, 2013, 1.

³² Miftahul Huda, *Cooperative Learning "Metode, Teknik, Struktur Dan Model Penerapan* (Yogyakarta: PustaPelajar, 2015), 32.

³³ Abdul Majid, *Strategi Pembelajaran*, 3rd ed. (Bandung: PT remaja Rosdakarya, 2014), 175.

³⁴ Abdul Majid, *Strategi Pembelajaran*, 3rd ed. (Bandung: PT remaja Rosdakarya, 2014), 175.

Jarolimek and Parker stated that applying cooperative learning in learning and teaching activities could give advantages, such as: ³⁵

1. Positive interdependence
2. There is recognition in responding to individual differences
3. Students are involved in planning and managing the class
4. The class atmosphere is calm and pleasant
5. Establishment of a warm and friendly relationship between students and teachers
6. Have many opportunities to express pleasant emotions

3. Student Teams Achievement Division

a. Definition of STAD Strategy

Slavin stated that the Students Teams Achievement Division (STAD) is a cooperative learning strategy in that students work together in small groups with different levels of ability to achieve a shared learning goal.³⁶ In line with this, Hidayat argues that STAD is a cooperative learning strategy in that the learning activities are made in groups with different intelligence levels.³⁷ Meanwhile, Ishtiaq, Ali & Hussain argue that STAD is a cooperative learning strategy that requires learners to work in small groups to comprehend the given material.³⁸

Based on the expert opinion above, it can be concluded that Student Teams Achievement Division (STAD) is a cooperative learning strategy in that students learn in groups with different intelligence levels, sex, race, or ethnicity. In a team

³⁵ Muhamad Afandi, Evi Chamalah, and Oktarina P Wardani, *Model Dan Metode Pembelajaran Di Sekolah*, 1st ed. (Semarang: UINSSULA PRESS, 2013), 56.

³⁶ Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 143.

³⁷ Isnu Hidayat, *50 Strategi Pembelajaran Populer*, 1st ed. (Yogyakarta: Diva Press, 2019), 141.

³⁸ Dr Muhammad Ishtiaq, Zuraina Ali, and Muhammad Sabbor Hussain, "Student Teams-Achievement Divisions (STAD) as a Teaching Strategy in EFL Classrooms: A Critical Review" 8 (2020): 140.

or group, each member helps comprehend the material and compete with the other team to become the best team.

b. Components in STAD Strategy

The main background of STAD triggers the students to support each other and help each other in understanding or mastering skills taught by the teacher.³⁹ Slavin stated that STAD has five main components: class presentation, team, quiz, individual progress score, and team recognition.⁴⁰

1) Class presentation

Class presentation is the first stage in the STAD strategy presented by the teacher in the classroom. In-class presentations, the teacher gave the learning material and lesson discussions led by the teacher. It can also include an audio-visual presentation. The students need to pay attention to the teacher's presentation to help them later on the quiz.

2) Team

The team is the most feature of the STAD strategy. In a team, the members must do their best to help each member. Each team consists of four or five students representing a cross-section of the class: academic performance, sex, race, or ethnicity. In addition, the members study together and help each other master the material.

3) Quiz

The quiz is given after giving material and group practice. The students will do the quiz individually and not be allowed to help their friends on the team or discuss with others. The quiz is given individually to the students that aim to know their responsibility in understanding the materials individually.

³⁹ Sholomo Sharan, *The Handbook of Cooperative Learning*, 1st ed. (Yogyakarta: Istana Media, 2014), 5.

⁴⁰ Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 146.

4) Individual progress score

Each student is given a base score derived from the student's average performance on similar quizzes. The individual student scores can contribute to their group's maximum score.

5) Team recognition

The group will receive team recognition through a certificate or other reward if their average score exceeds specific criteria. The criteria are as follows:

a) Improvement point

Each student collected the points for their team based on the level their quiz score exceeded theirs.

Table 2. 2 Improvement Score

Quiz Score	Improvement Points
More than 10 points below the base score	5
10 points below to 1 point below the base score	10
Base score to 10 points above the base score	20
More than 10 points above the base score	30
Perfect paper (regardless of base score)	30

b) Recognizing team accomplishment

There are three kinds level of awards given. These are based on the average team score as follows:

Table 2. 3 Recognition Team Level of Awards

Criterion (Team Average)	Award
15	Good team
16	Great team
17	Super team

c. The Implementation of the STAD Strategy

In implementing of Student Teams Achievement Division (STAD) strategy based on Robert E. Slavin are five main components: class presentation, team, quiz, individual progress score, and team recognition.⁴¹

1. The teacher gives a pre-test to each student individually to get the first score that the aim used to determine student learning groups.
2. The teacher presents the learning material or problems to the students based on the competencies to be achieved.
3. The teacher divides students into 4-5 with different abilities (high, medium, and low). If possible, group members come from different races, cultures, ethnicities, and gender equality. The main function of the team is to make sure students really learn and to prepare their members to be able to do quizzes well.
4. The students will do individual quizzes after one to two periods after the teacher gives the material and two periods of team practice. Students are not allowed to help each other do the quiz, so each student is individually responsible for understanding the material.
5. Each student can contribute maximum points to their team from individual quizzes. Each student is given the first score to get average student achievement before the quiz.
6. The teacher gives awards based on the acquisition of an increase in individual learning outcomes from the basic score to the next quiz score.

d. The Benefits of the STAD Strategy

The benefits of implementing STAD based on Ibrahim et al. in Majid's book are as follows:⁴²

⁴¹ Ibid, 143–46.

⁴² Majid, *Strategi Pembelajaran*, 188.

- 1) It can give opportunities for students to work together with other students;
- 2) Students can understand or master the learning material given by the teacher;
- 3) In the teaching and learning process, students' positive interdependence;
- 4) Each student can help the other.

e. The Disadvantages of STAD Strategy

Here are the disadvantages of cooperative learning type STAD, such as:⁴³

- 1) It takes more time;
- 2) Smart students tend to be reluctant when put together with less intelligent students. Meanwhile, less intelligent students will feel insecure when put together with smart students. However, the feeling will disappear by itself over time;
- 3) Students are given quizzes and tests individually. Students must pay attention to their abilities and show what is obtained in group activities by answering the quiz or test based on their abilities.
- 4) Scoring. The test result or quiz will be put into the individual score list to see an improvement in individual ability. Then, the individual assessment average score contributes to achieving group results performance. However, the group score is highly dependent on the contribution of individual scores.

4. Recount Text

a. Definition of Recount text

Knapp and Watkins stated that recounts are sequential texts that do little more than sequence a series of events.⁴⁴ In line with this, Tampubolon and Rahma argue that a recount is a piece of writing that tells events in a chronological

⁴³ Ibid, 188.

⁴⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005), 223.

sequence that happen in past. The communicative purpose of recount text is to retell something that happens in the past and to reconstruct past experiences by retelling events in others in which they have occurred.⁴⁵

b. Types of recount text

There are four types of recount text as follows:⁴⁶

1) Personal recount

Tell about the author's personal experience.

2) Factual recount

Presents a repost of events that happened.

3) Biographical recount

Tell a person's life story in the form of a biography.

4) Imaginative recount

Presenting imaginative stories based on events that have occurred.

c. Generic structure of recount text

The generic structure of the recount text consists of the following:

1) Orientation

In orientation, characters are set up in a particular time and place, although many postmodern narratives play with these conventions. For example, *on Wednesday, we went camping here at school.*⁴⁷

2) Events

Tell what happened or describe the events (series of events) chronologically.⁴⁸

⁴⁵ Dayana R. Tampubolon and Ovielia Putri Rahman, *E-Modul English Learning for 8 Grade SMP/MTS* (Medan, 2021), 4.

⁴⁶ Tampubolon and Rahman, 4.

⁴⁷ Knapp and Watkins, *Genre, Text, Grammar*, 223.

⁴⁸ Tampubolon and Rahman, *E-Modul English Learning for 8 Grade SMP/MTS*, 5.

3) Re-orientation

Provides the conclusion of the experience; the writer's comment about the activities, events, or experience. For example, *I enjoyed my holiday at Ngebel lake.*⁴⁹

Orientation, events, and re-orientation are the generic structures that makeup recount text, where each structure describes an event or experience of the writer in the past.

d. Language features of recount text

There are four main language features of recount text such as:⁵⁰

- 1) Past tense, e.g., I *went* to Ngebel lake.
- 2) Action verbs, e.g., went, saw, took, ate, etc.
- 3) Adverb of time, e.g., last week, this morning, last year, yesterday, etc.
- 4) Conjunction, e.g., first, then, next, after that, etc.

B. Previous Related Studies

The researcher added some previous related studies to support this research. The first previous study, "The influence of Student Team Achievement Division (STAD) in developing students' speaking skills," was by Rahmat Firnanda, Sofyan A. Gani, and Iskandar Abdul Samad. They investigated the implemented the effectiveness of Student Teams Achievement Division (STAD) as a part of cooperative learning in teaching speaking to improve the students' speaking skill and also to know the students' responses toward implementation of STAD in teaching speaking.⁵¹ They used a true experimental design. Meanwhile, the study population was 40 students in the eleventh grade of SMAN 01 Lhoong, Aceh Besar.⁵² They found that the mean score of the experimental group (70,95)

⁴⁹ Tampubolon and Rahman, 5.

⁵⁰ Tampubolon and Rahman, 6.

⁵¹ Firnanda, Gani, and Samad, "The Influence of Student Team- Achievement Division (STAD) In Developing Students' Speaking Skill."

⁵² Firnanda, Gani, and Samad, 53.

is bigger than the control group (68,70). Using STAD to teach speaking skills enhanced the students' speaking skills.⁵³

The similarity between this research and previous study above is have the same focus study, namely used STAD in improving students' speaking ability. In contrast, this research and their study also have differences. The first difference is the object of the research. The objects of their study are eleventh grade students of SMAN 01 Lhoong in academic year of 2017/2018. Meanwhile, the object of this research are eighth grade students of MTs Negeri 2 Ponorogo in 2022/2023 academic year. In line with this, the difference between previous and this research is research method design that used. They used a true experimental design but this research used a quasi-experimental design.

The second previous study entitled "Improving students' speaking skills by implementing Student Teams Achievement Division" by Fatma Sahila, Muh. Asori, and Teguh Sarosa. Their study focused on finding out whether STAD could improve students' speaking skill.⁵⁴ Their research used classroom action research. The population of their study is in Magelang's eleventh-grade of vocational high school.⁵⁵ The finding shows that implementing STAD could improve students' speaking skills and classroom situations.⁵⁶

Based on the second previous study, the similarity between this research and previous study above is have the same focus study, namely used STAD in improving students' speaking ability. On the other hand, their study and this research also have differences, such the object and the research method design used of the research. their object of the study are eleventh grade students of one of vocational high schools in Magelang. Meanwhile, the object of this research are eighth grade students of MTs Negeri

⁵³ Firnanda, Gani, and Samad, 59.

⁵⁴ Fatma Sahalia, Muh Asrori, and Teguh Sarosa, "Improving Students' Speaking Skill by Implementing Student Teams Achievement Division," n.d.

⁵⁵ Sahalia, Asrori, and Sarosa, 84.

⁵⁶ Sahalia, Asrori, and Sarosa, 88.

2 Ponorogo in 2022/2023 academic year. Then, they used classroom action research as the research design. In this research used a quasi-experimental research design.

The study by Osi Havis Melian and Mela Rosa Solihat entitled "Analyzing students' speaking activities in the teaching-learning process using STAD method."⁵⁷ They used descriptive qualitative research. Their study sample is the class VIII A students of SMP Negeri 1 Jatisari. The result shows that the implementation of STAD in improving students' speaking skills positively impacts students.⁵⁸

The similarity between the third previous study is STAD in teaching speaking. Meanwhile, the differences of their study and this study are the object and the research design. This object of the research are eighth grade students of MTs Negeri 2 Ponorogo in 2022/2023 academic year. Then, the object of their study are students of class VIII A of SMP Negeri 1 Jatisari. Besides, their study used qualitative design and this research used a quasi-experimental design.

The last previous study, "Developing speaking skills through STAD at grade XI students," was written by Vivin Wiraningsih.⁵⁹ Her study used a pre-experimental design with a population was 88 students of XI grade students of SMA Negeri 8 Palu. Her study used a cluster random sampling technique in selecting the sample. Meanwhile, the researcher found that the value of the t-count (18,15) is greater than the t-table (1,721). It can be concluded that using STAD can develop students' speaking skills.⁶⁰

The similarity of the last previous study above with this research in using the Student Teams Achievement Division (STAD) to improve students' speaking skills. Meanwhile, the differences between the previous studies and this research are the research

⁵⁷ Osi Havis Melian and Mela Rosa Solihat, "Analyzing Students' Speaking Activities in Teaching Learning Process Using STAD Method" 2, no. 3 (2019).

⁵⁸ Melian and Solihat, 258–59.

⁵⁹ Vivin Wiraningsih, "Developing Speaking Skill Through STAD at Grade XI Students" 4, no. 2 (2016).

⁶⁰ Wiraningsih, 3.

objects, sampling technique used, and the research design used. Her object of the study are eleventh grade students of SMA Negeri 8 Palu. Then, this research object are eighth grade students of MTs Negeri 2 Ponorogo in 2022/2023 academic year. In line with this, her study used a cluster sampling in selecting the sample. Meanwhile, this research used random sampling as the technique sampling. In addition, the last previous study used a pre-experimental design. Meanwhile, this research used quantitative with a quasi-experimental design.



C. Theoretical Framework

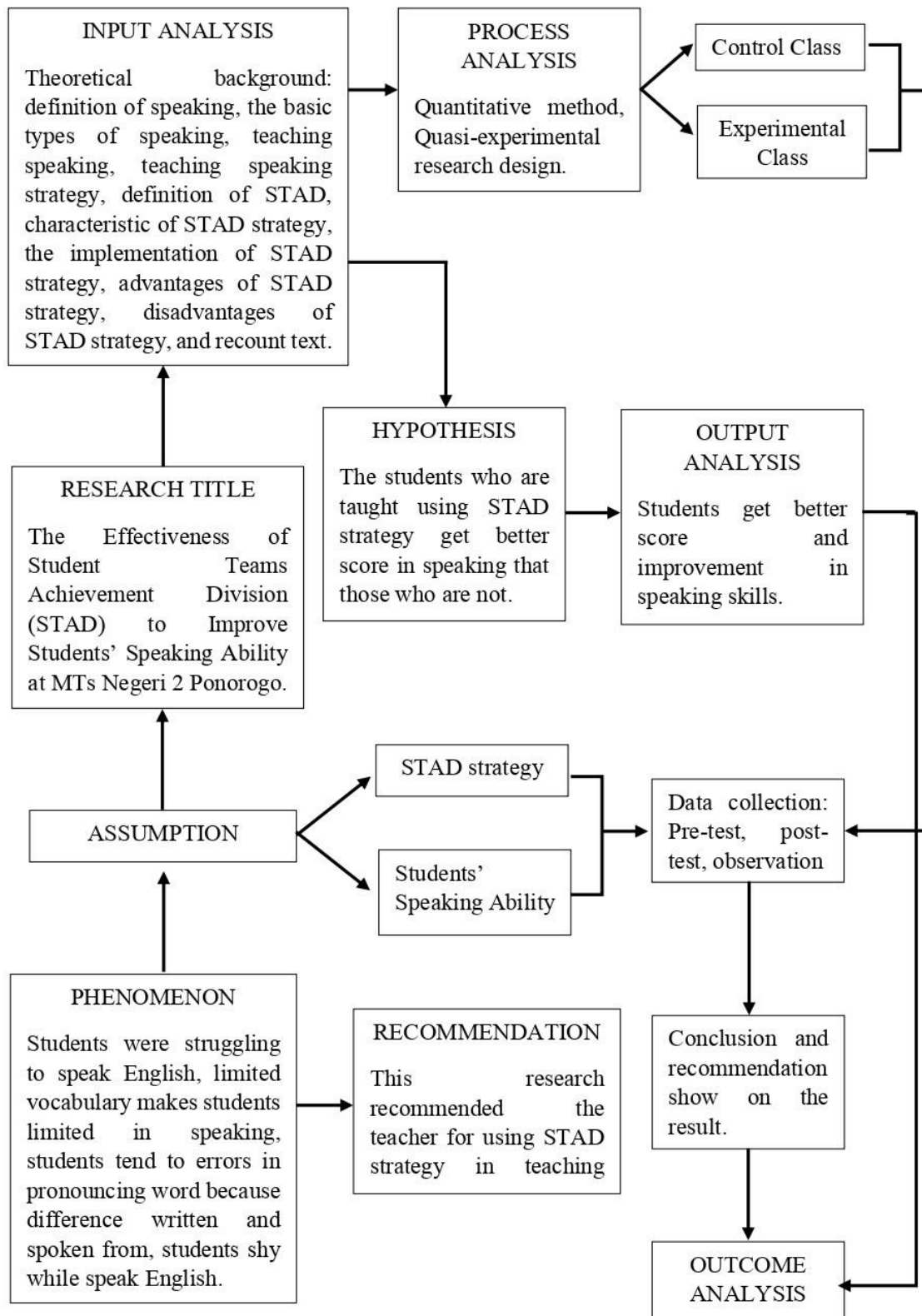


Figure 2. 1 Concept Maps of Theoretical Framework

Starts with observation at the second internship at MTs Negeri 2 Ponorogo, the researcher found that students struggle to speak English. The researcher also gave a questionnaire about students' difficulties in speaking. Most of them said that limited vocabulary makes them limited in speaking. Besides, they tend to have errors in pronouncing words, causing different written and spoken forms of the English word. In addition, less self-confidence makes students shy while speaking English, especially in front of the class.

Speaking is a crucial skill that one must master. It caused speaking is a medium of communication. Speaking is the most challenging among the four soft skills to master and teach. One learning strategy that can be used in teaching speaking is cooperative learning, which has many kinds; one is Student Teams Achievement Division (STAD). Therefore, the researcher is interested in conducting research entitled The Effectiveness of Student Teams Achievement Division (STAD) Strategy to Improve Students' Speaking Ability at MTs Negeri 2 Ponorogo. This research aims to determine the STAD strategy's effectiveness in improving students' speaking ability. Then, the researcher explained teaching speaking and STAD strategy. Next, the researcher formulated the hypothesis based on the theory presented and strengthened by previous studies. The null hypothesis (H₀): There is no significant difference in speaking ability between students who are taught by using Student Teams Achievement Division (STAD) strategy and those who are not. It means the STAD strategy is ineffective in improving students' speaking ability. Meanwhile, the alternative hypothesis (H₁): There is any significant difference in speaking ability between students who are taught by using Student Teams Achievement Division (STAD) strategy and those who are not. It means that the STAD strategy effectively improves students' speaking ability.

The researcher also explained the method used in this research. This research used a quasi-experimental research design using two classes: experimental class and control class. Only in the experimental class are treatments given using the STAD strategy. Meanwhile, the control class was taught using a teaching center that was usually used by the teacher. Before giving treatments, both types were given a pre-test. Then, the experimental class taught used the STAD strategy, while the control class was not. At the end of the meeting, both classes were given a post-test to see their ability to speak after being given treatments. The researcher draws a conclusion from these findings and provides recommendations for teachers to use STAD strategy in speaking.

D. Hypothesis

The hypothesis of this study is formulated as follows:

1. The Null Hypothesis (H₀): There is no significant difference in speaking ability between students who are taught by using Student Teams Achievement Division (STAD) strategy and those who are not.
2. The Alternative Hypothesis (H₁): There is significant difference in speaking ability between students who are taught by using Student Teams Achievement Division (STAD) strategy and those who are not.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a quantitative research method with a quasi-experimental design. According to Creswell, experimental research determines if a specific treatment influences an outcome.¹ Meanwhile, Fraenkel, Wallen, and Hyun stated that quasi-experimental design relies instead on other techniques to control (or at least reduce) threats to internal validity.² The researcher assessed two groups using pre-test and post-test. In the experimental class, the students were given a particular treatment using the STAD strategy, while the control class used teacher centered strategy. The design of the quasi-experimental none equivalent (pre-test and post-test) control group is as follows:³

Table 3. 1 Experimental Method Design

Group/class	Pre-test	Treatment	Post-test
VIII D Bilingual	O_1	X	O_2
VIII E Bilingual	O_3		O_4

Where:

O_1 : Pre-test of experimental class

O_2 : Post-test of experimental class

O_3 : Pre-test of control class

O_4 : Post-test of control class

X: Treatment by using the STAD strategy

¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013), 24.

² Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012), 275.

³ Creswell, *Research Design*, 220.

X: Treatment by using the STAD strategy

Based on the research design above, the researcher used Student Teams Achievement Division (STAD) strategy as the independent variable and students' speaking ability as the dependent variable. The research was conducted in three stages as follows:

1. Pre-test

In the first stage, both classes were assessed in the beginning to find out the first result. The first result is used as a benchmark value to determine whether the treatment has an effect—the students tested by using an oral test. The students were instructed to tell or retell their last holiday and their activities in front of the class in 3 minutes. Before giving a pre-test, the researcher explained the purpose of the pre-test to the students.

2. Treatment

After giving the pre-test, the researcher gave individually treated experimental and control classes. The researcher gave the treatment for two meetings—Student Teams Achievement Division (STAD) strategy taught in the experimental class. Meanwhile, the control class was taught using teacher centered strategy. However, the material delivered the same in both classes.

a) Experimental class

The researcher taught the students by using the STAD strategy in the experimental class. The first step was class presentation. The students paid attention to the material about the recount text given by the teacher. Then, the students were grouped into teams of 5 heterogony people. In teams, students studied and worked on worksheets with their respective teams. After that, students were given a quiz where individual progress points contribute to the team's score. Next, students

collected answer sheets from the teacher that corrected and assessed. The last is team recognition. At this stage, the best team was given an award.

b) Control class

Meanwhile, the control class taught by teacher centered strategy. In the first step, the researcher asked students to observe the pictures of activities that happened in the past. Then, the teacher asked the students about the activities, events, or experiences they had experienced. After that, the researcher asked the students to work on worksheets in pairs with their desk mates. Lastly, the teacher randomly selected a group to present the results of their discussion in front of the class.

3. Post-test

The last stage was giving a post-test in the last meeting. Both classes gave oral tests. The student instructed to tell or retell their last year's Eid Al-Fitri experience and what activities they did in 3 minutes in front of the class. Then, the researcher used the monologue scoring rubric by Karpovich et al. to indicate the oral speaking test. However, both results in the post-test showed the effect or influence of the treatment given.

After both classes were given pre-test and post-test, the researcher calculated the differences in the post-test results to see whether the STAD strategy effectively improved students' speaking ability.

B. Research Setting and Schedule

1. Research Setting

This research was conducted at MTs Negeri 2 Ponorogo. It is located on street Ki Ageng Mirah, 79, Plampitam, Setono, Jenangan district, Ponorogo regency. The accreditation of this school was A. School static number: 121135020002, NPSN: 20584854. E-mail: mtsn2ponorogo@gmail.com. Then, the vision of MTs Negeri 2

Ponorogo is the realization of a high-achieving madrasah that excels in language, science, and technology and cares for the environment based on faith and piety.

The researcher chose MTs Negeri 2 Ponorogo as the research location because it is the only school that applies for an English program in the Jenangan district. Several special activities are implemented as MTs Negeri 2 Ponorogo, such as daily Dhuha prayer routine, reciting Quran before class, and 3S (smile, greeting, and regards). Meanwhile, MTs Negeri 2 Ponorogo also has excellent programs, such bilingual program and ICP (international class program). In developing students' talents and interests, MTs Negeri 2 Ponorogo facilitates students with extracurricular activities, including scouting, volleyball, basketball, taekwondo, dance, music, and more.

2. Research Schedule

This research took four meetings in experimental class and control class. This research started on May 16, 2023. The detailed schedule was as follows:

Table 3. 2 Experimental Class Schedule

Date	Activities
May 16, 2023	Pre-test
May 19, 2023	1st treatment
May 23, 2023	2nd treatment
May 26, 2023	3rd treatment and Post-test

In the first meeting was pre-test. The material of this research was recount text, so the researcher asked the students about their experiences went to holiday or activities they did in holiday time. Then, the students asked to retell about their last holiday experiences and what activities they did.

The second meeting was conducted for the first treatment. Before given a treatment, the researcher explained the rules, steps, and objectives of Student Teams Achievement Division (STAD) strategy. Then, the researcher given the materials. In the first treatment the materials given such the definition of recount text, the purpose of recount text, and the generic structure of recount text. After the material given, used STAD

strategy, the students grouped heterogeneous into 4-5 students to discussed and did group assignment. Then, each group present their result in front of the class. After did group assignment, the students given individual quiz. Then, the students collected their individual quiz worksheets and graded them by the researcher. Last, the researcher calculated the group and individual scores.

The next meeting was second treatment used STAD strategy. The meeting started with recalling materials in previous meeting. After that, the researcher conveyed the learning objectives and given the materials about recount text. In the second treatment, the researcher given material about language features of recount text. Next, students grouped the same as the previous meeting and did group assignment. After that, each group representative presents their result in front of the class. After group assignment, each students given individual quiz. Next, the student collected the individual quiz worksheet and graded by the researcher. Last, the researcher calculated the group and individual scores.

In the last meeting, before giving a post-test, the experimental was conducted third treatment. The meeting started with recalling previous materials. Then, the researcher conveyed learning objectives and given the materials about recount text. In the last treatment, the researcher gave examples of recount text. after all clear, students did a team assignment. Then, each group presents their result in front of class. After team assignment, students gave an individual quiz. After all students done, individual quiz graded by the researcher. Last, the researcher calculated the group and individual scores in previous meetings to determine the best team. After giving treatment, students gave a post-test. In post-test, the students asked to retell their Eid Al-Fitr experiences and what activities they did. After carrying out the post-test, the researcher announced who got the best team and rewarded the group that collected the highest points during learning using the STAD strategy.

In line with this, the control class has the same meetings as the experimental class. It requires four meeting that begin on May 16, 2023. The detailed can be seen in the table below:

Table 3. 3 Control Class Schedule

Date	Activities
May 16, 2023	Pre-test
May 23, 2023	2nd meeting
May 25, 2023	3rd meeting
May 30, 2023	4th meeting and Post-test

In control class has the same schedule as the experimental class, but in control class not given treatment. In the first meeting was pre-test. The researcher gave the same pre-test as the experimental class to retell about their holiday experiences and what activities they did.

Meanwhile, in the second and third meetings the researcher gave the materials about recount text used teacher centered strategy.

In the last meeting was post-test. The procedure was same as the experimental class that students asked to retell about their Eid Al-Fitr experiences and what activities they did.

C. Population and Sample

1. Population

Johnson and Christensen stated that a population is a large group to which a researcher wants to generalize the sample results; the complete the study.⁴ In this research, the population is taken in eighth-grade students of MTs Negeri Ponorogo in the 2022/2023 academic year. There were 11 classes of eighth-grade, the class were VIII ICP, VIII A Bilingual, VIII B Bilingual, VIII C Bilingual, VIII D Bilingual, VIII

⁴ Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Fifth edition (Thousand Oaks, Calif: Sage Publications, 2014), 364.

E Bilingual, VIII F Regular, VIII G Regular, VIII H Regular, VIII I Regular, VIII J Regular. The total population of eighth-grade students was 329 students.

2. Sample

A sample is a set of elements that is the basic unit selected from the population that is taken from a larger population according to certain rules.⁵ The researcher used random sampling to select the sample. In selecting the experimental class and the control class, researcher was chosen randomly by using piece of paper containing the name of each class and then the papers rolled and shaken. The sample classes chose were VIII D Bilingual and VIII E Bilingual. The experimental class was VIII D Bilingual with 30 students and VIII E Bilingual with 30 students as the control class. thus, the total sample were 60 students. Based on information obtained from English subject teachers, both classes have equivalent English skills.

D. Definition of Operational Study

This research used two variables: independent and dependent variables. In this research, STAD strategy is the independent variable, while students' speaking ability is the dependent variable.

1. Independent Variable (X)

Implemented cooperative learning type Student Teams Achievement Division (STAD) strategy as the independent variable of this research. The STAD strategy is used in teaching speaking. Meanwhile, STAD is one of the cooperative learning types developed by Robert E. Slavin students who work in a team of 4-5 to achieve learning goals together. However, the researcher hopes the STAD strategy can help students improve their speaking ability.

⁵ Johnson and Christensen, 345.

2. Dependent Variable (Y)

Students' speaking ability was the dependent variable in this research. Speaking ability is one of four soft skills that have to be mastered by learner language learning. Because without speaking, communication and interaction are impossible to happen. It is also a medium of communication that can convey messages, feelings, ideas, and more.

E. Technique of Data Collection

Data collection techniques are a technique that the researcher can use to collect the data. The technique can include questionnaires, interviews, observation, tests, documentation, and more.⁶ The researcher used tests and documentation to collect the data in this research.

1. Test

Test is a tool or procedure used to know or assess student's performance by using a set of ways and rules.⁷ In this research, the researcher used monologue speaking test in assessing student's speaking ability. The indicators of the questions used in pre-test and post-test based on Karpovich et al. theory about MST (Monologue Speaking Test) and recount text. Here the blueprint of monologue speaking test based on Karpovich et al. as follows:⁸

Table 3. 4 Blueprint of Monologue Speaking Test

Variable	Theory	Indicators	Description	Question Statement	Question Examples	Total
Monologue Speaking	Monologue speaking test content analysis and evaluation are based on six categories: content and organization	1. Content and organization of MST (the degree of the topic elaboration and relevance of all MST	1. Retelling activities or holiday experiences based on the content and organization of the recount text	Students can retell activities or holiday experiences in the past based on the topic, generic structure of	1. Tell your last holiday experience and what activities did you do? (Pre-test)	2

⁶ H.M Sidik Priadana and Denok Sunarsi, *Metode Penelitian Kuantitatif*, 1st ed. (Pascal Book, 2021), 185.

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta, 2012), 66.

⁸ Karpovich et al., "The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills," 6-7.

Variable	Theory	Indicators	Description	Question Statement	Question Examples	Total
	of a monologue, vocabulary, coherence, grammar, fluency, pronunciation, and monologue presentation (Karpovich et al., 2021).	elements to its plan). 2. Vocabulary (the usage of topic vocabulary from the list given to students). 3. Coherence. 4. Grammar. 5. Fluency and pronunciation (articulation of sounds, stress, rhythm, and intonation). 6. Presentation of MST (oral answer)	(introduction, a main idea, two sub-topics, and re-orientation). 2. Using vocabulary appropriate to the topic with the conjunction. 3. Using the correct and appropriate grammar (simple past tense) in recount text. 4. The articulation of sounds, stress, rhythm, and intonation is correct and fluent. 5. Presentation of a monologue.	recount text, vocabulary, coherence, grammar, fluency, pronunciation, and good presentation	2. Tell your Eid Al-Fitr experiences or activities did you do? (Post-test)	

The test used was tested in VIII B Bilingual with 30 students as the testing class to measure its validity and reliability. Meanwhile, the researcher used monologue speaking rubric by Karpovich et al. in graded how far their ability. The detail of speaking monologue rubric presented in table below:

Table 3. 5 Speaking Monologue Rubric

No	Aspects	Score	Criteria
1	Content and organization of MST	3	The topic is elaborate and MST structure (introduction, a main idea, two sub topics, and re-orientation) fully corresponds to the MST plan.
		2	Lack of one structural element or content discrepancy of one structural element.
		1	Lack of two or more structural elements of content discrepancy of two or more structural elements.
2	Vocabulary	3	The use of 75% of the vocabulary and more from the list given. (The lexical unit is accepted in case of its correct pronunciation and usage in the right context)

No	Aspects	Score	Criteria
		2	The use of 50-75% of the vocabulary from the list given.
		1	The use of less than 50% of the vocabulary list given.
3	Coherence	3	All structural elements of MST are coherent. The use of 8 linkers and more.
		2	The use 5-7 linkers.
		1	The use of fewer than 5 linkers.
4	Grammar	3	The use of simple past tense is correct and approximate.
		2	Occasionally make mistakes in simple past tense and/or word order errors that do not obscure meaning.
		1	Makes frequent errors in using simple present tense and word order that occasionally obscure meaning.
5	Fluency and pronunciation	3	The speech is fluent (smooth with little or no pausing). Pronunciation corresponds to the norm.
		2	The speech is rather fluent (fast enough, but disconnected and unclear) A few phonetic and prosodic mistakes are made.
		1	The speech is slow with lots of pausing; the speech contains repetitions of the same words most of the time. A lot of phonetic and prosodic mistakes are made.
6	Presentation of MST	3	The speaker relies of the MST plan only while performing utterance.
		2	MST is supported by the plan together with the student's note (keywords, the first word of the sentence, etc.)
		1	MST is supported by the text.

$$\text{Total Score} = \frac{\text{Gain Score}}{\text{Max Score}} \times 100$$

In addition, the researcher used pre-test and post-test to determine the differences score before and after giving treatment. The details showed in below:

a. Pre-test

A pre-test was given in the first meeting to determine the students' speaking ability from both classes before being given the treatment. Before being given a pre-test, the researcher gave both classes a stimulus about recount text. The researcher asked the students about their holiday experiences or activities they did yesterday. After that, the researcher asked students retell their last holiday experiences and what activities they did in 3 minutes.

b. Post-test

In the last meeting, students were given a post-test after being given the treatment. The student instructed to retell their last year's Eid Al-Fitri experience and what activities they did in 3 minutes in front of the class. The scores obtained from the post-test result in the experimental and control classes were compared to

see if there was a significant difference between both classes. Then, the result is used to answer the objectives of this research.

2. Documentation

According to Priadana and Sunarsi, documentation is a record or notes of past events in writing, drawing, or monumental work from someone else.⁹ In this research, the researcher used documentation to support the data collected. This research documentation includes a lesson plan (RPP), students' attendant list, students' worksheets (LKPD), scores on pre-test and post-test, and photos.

F. Validity and Reliability

1. Validity

The validity test is used to measure whether the instrument is valid or not. Budiastuti and Bandur stated that the validity of a study is related to the extent to which a researcher measures what is supposed to be measured.¹⁰ This research used construct validity to measure the instrument. The researcher and judgment experts analyzed the instrument to create a valid one. Repairs are repeated until the measuring instrument meets the requirements and is considered feasible for this study. However, the instrument was tested in the testing class. The testing class of this research is VIII D Bilingual students at MTs Negeri 2 Ponorogo with 30 students. After being tested, the data was tabulated using IBM SPSS statistic 25 to measure the validity. Here are the stages of calculating the validity as follows:

- 1) First, made the table of item analysis of students' speaking results.
- 2) Then, open IBM SPSS 25 version.

⁹ Priadana and Sunarsi, *Metode Penelitian Kuantitatif*, 195.

¹⁰ Dr Dyah Budiastuti and Agustinus Bandur, *Validitas dan Reliabilitas Penelitian* (Penerbit Mitra Wacana Media, 2018), 146.

- 3) Clicked variable view → write done number of all questions → change the decimal to 0.
- 4) Clicked data view → copy item analysis of all the questions.
- 5) Clicked analyze → correlate → bivariate.
- 6) Move the item in the left box to the variables box.
- 7) Last, clicked OK.

Based on Budiastuti and Bandur, the items can be determined as valid if the significant r-value is more than r-table.¹¹ The respondents of testing class consisted 30 students. The researcher used $\alpha = 5\%$ level of significant (0.05) with $df = n-2$. Here the results of the validation calculations as follows:

Table 3.6 Correlation of Product Moment Pre-test

		Correlation						
		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total Score
Item 1	Pearson Correlation	1	.000	.260	.336	.000	-.057	.426*
	Sig. (2-tailed)		1.000	.165	.069	1.000	.764	.019
	N	30	30	30	30	30	30	30
Item 2	Pearson Correlation	.000	1	.553**	.235	.583**	.429*	.712**
	Sig. (2-tailed)	1.000		.002	.210	.001	.018	.000
	N	30	30	30	30	30	30	30
Item 3	Pearson Correlation	.260	.553**	1	.201	.391*	.410*	.754**
	Sig. (2-tailed)	.165	.002		.286	.033	.024	.000
	N	30	30	30	30	30	30	30
Item 4	Pearson Correlation	.336	.235	.201	1	.067	.212	.561**
	Sig. (2-tailed)	.069	.210	.286		.724	.261	.001
	N	30	30	30	30	30	30	30
Item 5	Pearson Correlation	.000	.583**	.391*	.067	1	.429*	.620**
	Sig. (2-tailed)	1.000	.001	.033	.724		.018	.000
	N	30	30	30	30	30	30	30
Item 6	Pearson Correlation	-.057	.429*	.410*	.212	.429*	1	.673**
	Sig. (2-tailed)	.764	.018	0.24	.261	.018		.000

¹¹ Budiastuti and Bandur, 159.

Correlation								
		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total Score
	N	30	30	30	30	30	30	30
Total Score	Pearson Correlation	.426*	.712**	.754**	.561**	.620**	.673**	1
	Sig. (2-tailed)	.019	.000	.000	.001	.000	.000	
	N	30	30	30	30	30	30	30
** . Correlation is significant at the 0.01 level (2-tailed).								
* . Correlation is significant at the 0.05 level (2-tailed).								

Based on the table above, it can be concluded that all the items number are valid because $r\text{-value} > r\text{-table}$. Here the recapitulation of validity pre-test is presented on the table below as follows:

Table 3. 7 Recapitulation of Validity Pre-test

Item Number	r-table	r-value	Criteria
1	0.374	0.426	Valid
2	0.374	0.712	Valid
3	0.374	0.754	Valid
4	0.374	0.561	Valid
5	0.374	0.620	Valid
6	0.374	0.673	Valid

In line with this, the calculated result of validity post-test using SPSS 25 version is presented on the table below.

Table 3. 8 Correlation of Product Moment Post-test

Correlation								
		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total Score
Item 1	Pearson Correlation	1	.392*	.134	.272	.333	.487**	.644**
	Sig. (2-tailed)		.032	.481	.146	.072	.006	.000
	N	30	30	30	30	30	30	30
Item 2	Pearson Correlation	.392*	1	.367*	.480**	.784**	.489**	.798**
	Sig. (2-tailed)	.032		.046	.007	.000	.006	.000
	N	30	30	30	30	30	30	30
Item 3	Pearson Correlation	.134	.367*	1	.218	.468**	.080	.476**
	Sig. (2-tailed)	.481	.046		.247	.009	.676	.008
	N	30	30	30	30	30	30	30
Item 4	Pearson Correlation	.272	.480**	.218	1	.612**	.464**	.727**

Correlation								
		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total Score
	Sig. (2-tailed)	.146	.007	.247		.000	.010	.000
	N	30	30	30	30	30	30	30
Item 5	Pearson Correlation	.333	.784**	.468**	.612**	1	.487**	.848**
	Sig. (2-tailed)	.072	.000	.009	.000		.006	.000
	N	30	30	30	30	30	30	30
Item 6	Pearson Correlation	.487**	.489**	.080	.464**	.487**	1	.716**
	Sig. (2-tailed)	.006	.006	.676	.010	.006		.000
	N	30	30	30	30	30	30	30
Total Score	Pearson Correlation	.644**	.798**	.478**	.727**	.848**	.716**	1
	Sig. (2-tailed)	.000	.000	.008	.000	.000	.000	
	N	30	30	30	30	30	30	30
**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).								

This research used a 5% significance level with $df = n-2$ Or $30-2 = 28$. So, the r -table is 0.374. Based on the table above, all items number are valid which r -value $>$ r -table. In short, the recapitulation of validity post-test presented as follows:

Table 3. 9 Recapitulation of Validity Post-test

Item Number	r-table	r-value	Criteria
1	0.374	0.644	Valid
2	0.374	0.789	Valid
3	0.374	0.476	Valid
4	0.374	0.727	Valid
5	0.374	0.848	Valid
6	0.374	0.716	Valid

2. Reliability

According to Fraenkel, Wallen, and Hyun, Reliability refers to the consistency of the scores obtained and how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹² This

¹² Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*, 154.

research used the IBM SPSS 25 version with Cronbach's Alpha statistical test. Here are the reliability testing stages as follows:

- 1) Opened IBM SPSS 25 version.
- 2) Clicked analyze, then selected Scale and Reliability Analysis.
- 3) Then, enter the items being tested into the items box.
- 4) Last, clicked OK.

According to Darma, the reliability test compares Cronbach's alpha values with the significance level used. The testing criteria are as follows:¹³

- If the value of Cronbach's alpha $>$ significant level, the instrument is reliable.
- If the value of Cronbach's alpha $<$ significant level, the instrument is unreliable.

The results of the reliability test with a significant level used of 0.5 are presented in the table below:

Table 3. 10 Reliability Statistic Result

	Cronbach's Alpha	N of Items	Significant Level	Criteria
Pre-test	.676	6	0.50	Reliable
Post-test	.768	6	0.50	Reliable

Based on the table above, all instruments are reliable that can be seen of the result of reliability pre-test and post-test with 0.676 and 0.768 it is mean that Cronbach's alpha more than significant level or 0.5.

G. Data Analysis Technique

This research used a quasi-experimental design. In data analysis, the researcher used three forms of tests: normality, homogeneity, and hypothesis.

¹³ Budi Darma, *Statistika Penelitian Menggunakan SPSS (Uji Validitas, Uji Reliabilitas, Regresi Linier Sederhana, Regresi Linier Berganda, Uji t, Uji F, R2)* (Bogor: Guepedia, 2021), 17.

1. Normality Test

The normality test is used to measure whether the data from both classes are normally distributed or not. Nuryadi et al. stated that a normality test determines whether the data is normally distributed or in the normal range.¹⁴ In calculating the normality test, the researcher used the Kolmogorov-Smirnov test with the help of the IBM SPSS 25 version. Here are the calculation stages as follows:

- a) Opened the IBM SPSS 25 version.
- b) Then, input the data to the data view. Then, changed the variable view with the class name.
- c) Next, clicked analyze, then clicked non-parametric, and then clicked sample K-S.
- d) Then, drag the data to the test variable.
- e) Last, clicked OK.

After the data is calculated, to determine whether the data is normal or not can be seen in the following criteria:¹⁵

- a) The data is normal if the t-value is lower than t-table ($t\text{-value} < t\text{-table}$).
- b) The data is not normal if the t-value is higher than the t-table ($t\text{-value} > t\text{-table}$).

2. Homogeneity Test

The homogeneity test is a statistical test intended to show that two or more sample data groups come from populations with the same variance.¹⁶ The homogeneity test conducted using the Levene test with SPSS version 25. The data is homogeneous if the Levene statistic value exceeds the significant value ($> 0,05$).¹⁷ Here are the calculation stages as follows:

- a) First, opened SPSS 25 version.

¹⁴ Nuryadi et al., *Buku Ajar Dasar-Dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 79.

¹⁵ Nuryadi et al., 87.

¹⁶ Nuryadi et al., 89.

¹⁷ Nuryadi et al., 93.

- b) Then, enter variable data arranged in one column.
- c) After that, class coding was made by creating a new variable that was given, “Label 1” for the first variable and “Label 2” for the second variable.
- d) Next, select Analyze, Descriptive Statistics, and Explore.
- e) Then, input the variable whose homogeneity will be calculated in the dependent list selection, and the variable effect in the factor section, then select the Plots button. Select Levene Test for Untransformed.
- f) Last, select the Continue button, then select OK.

3. Hypothesis Test

Hypothesis testing is the process of determining whether this statement is supported by the result of the research project.¹⁸ Meanwhile, the researcher used a t-test to test the hypothesis to determine whether there was a difference between variables in the study. The research used the SPSS version 25 program to analyze the t-test. Here the stages of the calculation t-test as follow:¹⁹

- Open the SPSS version 25 program.
- Input data to data view; change the name, decimals, value, and measure before inputting the data.
- Click menu analyze → compare means → independent sample t-test.
- Input the variable X in the test variables and variable Y in the grouping variable.
- Click define group, write down 1 in group 1 and 2 in group 2, then click continue.
- Then, ok

¹⁸ Sherri L. Jackson, *Research Methods and Statistics: A Critical Thinking Approach*, 3rd ed (Australia: Heinle Cengage Learning, 2008), 164.

¹⁹ Nuryadi et al., *Buku Ajar Dasar-Dasar Statistik Penelitian*, 111–18.

However, the hypothesis null is accepted if the significant value is more than 0,05 ($p > 0,05$), which means the score of the t-count is not significant (there is no significant difference). Meanwhile, the alternative hypothesis is accepted if the significant value is smaller than 0,05 ($p < 0,05$). It means that the t-count is significant (there is a significant difference between the two groups).²⁰



²⁰ Nuryadi et al., 113–14.

CHAPTER IV

RESEARCH RESULT

A. Data Description

This research was conducted at MTs Negeri 2 Ponorogo. The researcher used VIII grade classes as the population that consisted of eleven classes. Then, the samples were the VIII D Bilingual class as the experimental class and VIII E Bilingual class as the control class.

According to the English subject teacher, the researcher found that speaking skills are the most difficult for students to master. It was reinforced by the results of pre-research when students were asked to tell or storytelling in front of the class, and there were still many students who made pronunciation mistakes, grammar errors, and limited vocabulary. The teacher has used several tricks to overcome this problem, but some students still have grades below the minimum competences criteria So, the students need other strategies for teaching speaking. Therefore, the researcher suggests using the STAD strategy in teaching speaking.

In this research, the experimental class taught used the STAD strategy. Meanwhile, the control class used teacher centered strategy. The teaching and learning activities started with the researcher asking students about their holiday experiences or activities during holiday time. Then, the researcher explained the material about recount text, beginning with the definition, purpose, social function, and language features of recount text. The researcher also gave examples and worksheets for students as teaching materials and exercises. In this research, both classes gave pre-test and post-test.

After giving a pre-test, the experimental class did treatment using the STAD strategy. The first treatment was on May 19, 2023, and the second treatment was on May 23, 2023. The researcher explained the learning materials and the learning objectives about recount

text. Because this strategy was based on teams, the researcher divided the students into several groups of 5 students heterogeneously. Then, the students gave a worksheet to discuss with their groups. After that, each group presented their result in front of the class. After providing a group assignment, each student gave an individual quiz to determine their abilities. The individual quiz point can contribute to their group score, and the teacher will reward the highest score.

Conversely, the control class was taught using teacher centered strategy. The teacher usually used this method. The learning and teaching activities began on May 23, 2023, and May 25, 2023. The materials were delivered the same as in the experimental class.

The STAD strategy used in the experimental class is expected to help students achieve the speaking class aims. The researcher took the pre-test and post-test results as the scores in the research. The pre-test was carried out in the first meeting. Meanwhile, the post-test was carried out in the last meeting.

1. Data Description of Experimental Class

In this part, the researcher explained the procedures of teaching speaking in the experimental class and the result gained in the experimental class.

a. The Research Procedures in Experimental Class

The first meeting in the experimental class began on May 16, 2023. In the first meeting, the researcher gave a pre-test to find out how far their abilities were in speaking. Then, at the second and third meetings, the researcher gave treatment using the STAD strategy. In the last meeting, the researcher gave a post-test to see their speaking abilities after treatment.

The pre-test was carried out in the first meeting. The learning and teaching activities began with a greeting and asking what they were doing. Then, the researcher asked the class leader to pray together to start learning. After that, the researcher checked the students' attendance with a disciplined attitude. After

checking their attendance, the researcher asked about their holiday experiences or activities during the holiday time. The researcher also explained briefly about the recount text to the students. Then, the students are allowed to ask questions about the recount text. After all was clear, the researcher asked the students to retell their last holiday experiences and activities in front of the class. After all the students finished it, the researcher explained the lesson plan for the next meeting. The last, the researcher asked the class leader to lead prayer to end the class.

The second meeting was the first treatment. The first treatment taught using the STAD strategy in teaching speaking. The class started with a greeting and prayed together. Then, the researcher checked their attendance. After that, the researcher conveyed the learning goals and learning procedures. The next stage was the class presentation. In the class presentation, the students listened and understood the materials about the recount text delivered by the teacher.

In the first treatment, the materials were the definition, social function, and the generic structure of the recount text. Next, students were divided into some groups that consisted of 5 students heterogeneously to do group assignments. Each group discussed assignment 1 to rearrange paragraphs and identify the generic structure of recount text. After all group finished their work, each group presented their result to the class. After the group assignment, the students gave an individual quiz. The students are not allowed to discuss or work together on the quiz. Then, the students were collected for corrected and graded by the teacher. Last, students and teacher prayed together for the end of the class.

The next meeting was the second treatment using the STAD strategy. The class began with a greeting and praying together. Then, the teacher checked their attendance list. Afterward, the teacher asked the students about the materials in the previous meeting. Then, the researcher explained the learning goals and learning

objectives of this meeting. The first step was the class presentation. In the class presentation, the teacher explained the material about language features of recount text. The students also allowed them to ask about the materials they did not understand. After all was clear, the students grouped the same in the previous meeting and did a group assignment. In group assignment, each group was asked to retell about their experiences when attending their school anniversary and their activities. After that, each group presented their result in front of the class. After the group assignment, students did individual quiz. Then, the teacher graded their speaking skills. After that, students with the teacher reflected on the material given. Last, students and teacher prayed together to close the class.

In the last meeting, students gave the third treatment before giving a post-test. The class began with a greeting and praying together. Then, the researcher checked their attendance list. After that, the researcher recalled previous materials about recount text. Then, the researcher explained the learning goals and learning objectives of the last meeting. After that, the researcher explained the materials about recount text and gave examples. Before doing the team assignment, the researcher allowed students to ask about materials they did not understand. After all was clear, students did team assignments. Then, all teams were done, and each student gave an individual quiz. They did not allow to ask or discuss the quiz together. After students were done, they collected the worksheet and graded it by the teacher. After giving treatment, students gave a post-test. Before giving a post-test, the researcher allowed students to ask about materials they did not understand. After all was clear, students were asked to retell their Eid Al-Fitr experiences and their activities in front of the class. After all the students finished it, the researcher announced the best team and gave the reward. Last, students and the teacher prayed together to end the learning activities.

b. Students' Speaking Score in Experimental Class

The student Teams Achievement Division (STAD) strategy in this research was taught in the experimental class. In the experimental class, the pre-test score took in the first meeting. Then, in the second and the third meeting was giving treatment using the STAD strategy. Last, the post-test score took in the last meeting. The result of the pre-test and post-test in the experimental class showed in the table below:

Table 4. 1 Student' Speaking Score of Experimental Class

No	Name	Score	
		Pre-test	Post-test
1	ASHE	61	67
2	AAPW	50	72
3	ADEH	61	67
4	AM	61	89
5	ADS	67	83
6	ANAB	67	78
7	DNN	72	56
8	EJT	67	67
9	FNSA	61	72
10	FA	61	83
11	FLR	72	72
12	FA	67	78
13	GAL	67	72
14	HGNF	67	67
15	HIK	78	72
16	KMH	67	78
17	KNA	72	67
18	MAW	61	61
19	MANA	78	78
20	NDS	78	72
21	NIH	67	67
22	NEA	72	61
23	NK	56	56
24	NAP	78	83
25	RLFR	67	78
26	TAN	72	83
27	ZGK	72	83
28	ZBA	78	72
29	ZHN	67	83
30	ZSS	61	67
Total		2022	2183
Mean		67.50	72.80
Median		67	72

Based on the table above, it can be concluded that the highest score pre-test of the experimental class is 78, while the lowest score is 50. Meanwhile, the highest

score on the post-test in the experimental class is 89, and the lowest is 56. In line with this, the average score of the pre-test was 67.50, and the post-test was 72.80. From the table above, it can be seen that there is a difference in average scores between the pre-test and post-test. So, it can be concluded that student's scores in the experimental class were changed after treatment using the STAD strategy.

Besides, the minimum competences criteria score for English subjects in MTs Negeri 2 Ponorogo is 75. Based on the pre-test result, many students still have not passed the minimum competences criteria score. However, a learning strategy is needed to achieve the goal in speaking class. So, the researcher used the STAD strategy to help students achieve their speaking class goals. The frequency distribution of the pre-test in the experimental class can be seen as follows:

Table 4. 2 Frequency Distribution of Pre-test in Experimental Class

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.3	3.3	3.3
	56	1	3.3	3.3	6.7
	61	7	23.3	23.3	30.0
	67	10	33.3	33.3	63.3
	72	6	20.0	20.0	83.3
	78	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

According to the table above, it can be seen that the results of pre-test score were various. There were 1 student who got score 50, 1 student who scored 56, 7 students who got score 61, 10 students who scored 67, 6 students who scored 72, and 5 students who got score 78. The histogram of pre-test result showed in below:

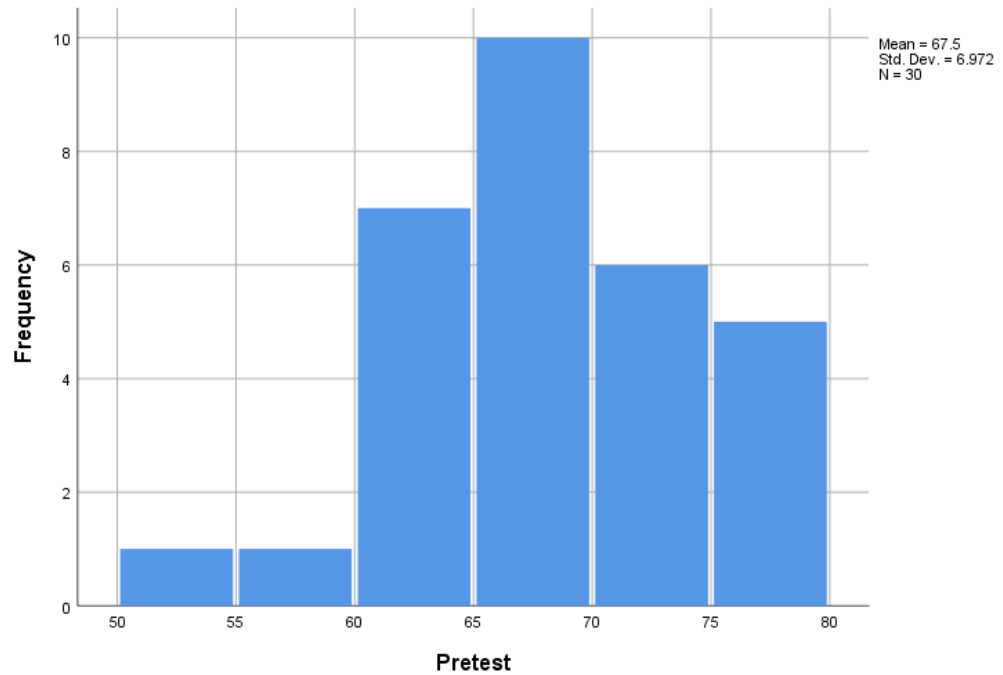


Figure 4. 1 Histogram of Pre-test in Experimental Class

In the histogram above, it can be seen that the students' pre-test results in the experimental class. Based on the histogram, the mean of the pre-test in the experimental class is 67.5, with a standard deviation of 6.972. Meanwhile, the result of the post-test in the experimental class showed in the table below:

Table 4. 3 Frequency Distribution of Post-test in Experimental Class

Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	6.7	6.7	6.7
	61	2	6.7	6.7	13.3
	67	7	23.3	23.3	36.7
	72	7	23.3	23.3	60.0
	78	5	16.7	16.7	76.7
	83	6	20.0	20.0	96.7
	89	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

According to the table above, it can be seen that the results of the post-test score were varied. Two students got a score of 56, 2 students scored 61, 7 students got a score 67, 7 students scored 72, 5 students scored 78, 6 students scored 83, and 1 student scored 89. The histogram of the post-test result showed in below:

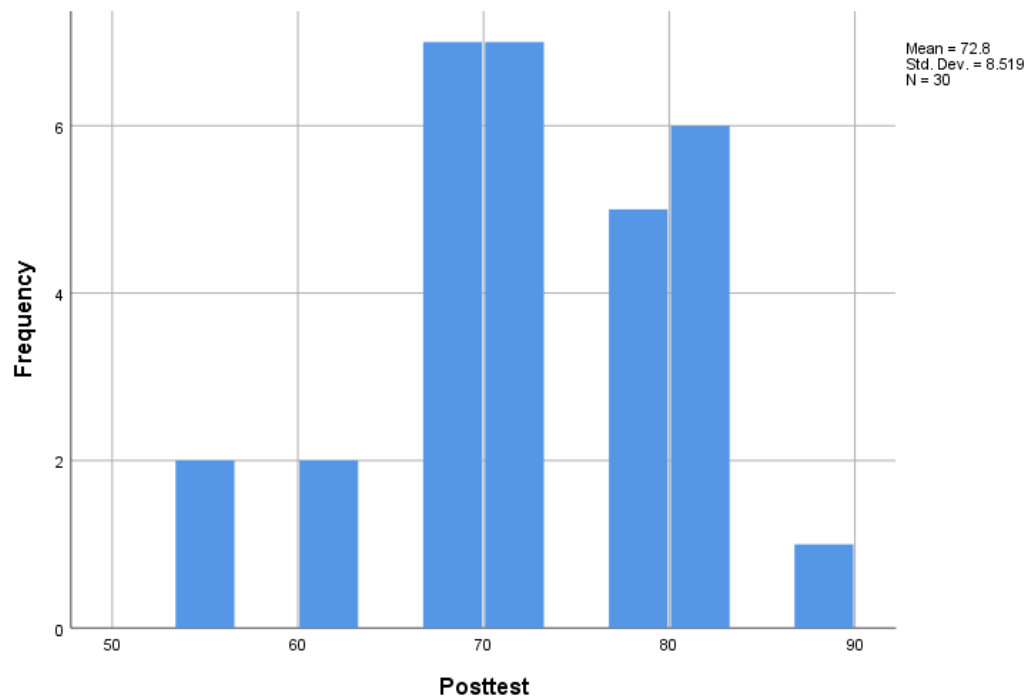


Figure 4. 2 Histogram of Post-test in Experimental Class

The histogram above shows the students' post-test results in the experimental class. Based on the histogram, the mean of the post-test is 72.8, and the standard deviation is 8.519.

2. Data Description of Control Class

In this part, the researcher explained the procedures of teaching speaking in the control class and the result gained in the control class.

a. The Research Procedures in Control Class

The teaching and learning activities in the control class started on May 16, 2023. In the first meeting, students gave a pre-test to find out how far their abilities were in speaking. The first meeting stages in the control class are the same as in the experimental class. First, the meeting began with a greeting and asking what they were doing. Then, the researcher asked the class leader to pray together to start learning. After that, the researcher checked the students' attendance with a disciplined attitude. After checking their attendance, the researcher asked about their holiday experiences or activities during the holiday time. The researcher also

explained briefly about the recount text to the students. Then, the students are allowed to ask questions about the recount text. After all was clear, the researcher asked the students to retell their last holiday experiences and activities in front of the class. After all the students finished it, the researcher explained the lesson plan for the next meeting. Last, the researcher asked the class leader to lead prayer to end the class.

In the second meeting, the control class did not give treatment. Meanwhile, the students taught using teacher centered strategy. The learning activities started with a greeting and praying together. Then, the researcher checked their attendance. After that, the researcher explained the learning objectives that be achieved. Next, the researcher delivered the materials about the recount text, such as the definition, the purpose, and the generic structure. The researcher also allowed the students to ask about the materials they did not understand. After all was clear, the researcher gave them a worksheet and asked them to do it with their group. After finishing their work, each group presented their result to the class. Last, the researcher asked the students to make a summary of the materials and pray together to end the lesson.

The learning stages in the next meeting were the same as the previous one. First, the class began with a greeting and prayed together. Then, the researcher checked their attendance. The researcher asked the students about previous materials. After that, the researcher explained the learning objectives that be achieved. Next, the researcher delivered the materials about the language features of recount text. The researcher also allowed the students to ask about the materials they did not understand. After all was clear, the researcher asked the students about their New Year's Eve 2023 experiences. Then, the students were asked to retell about their New Year's Eve 2023 experiences or their activities in front of the class. Last, the teacher and students prayed together to end the lesson.

In the last meeting, before giving a post-test, the control class was fourth meetings. First, the meeting began with greeting and praying together. After that, the researcher checked their attendance list. Then, the researcher recalled or reviewed previous materials. After that, the researcher explained the learning objectives that be achieved. Next, the researcher delivered the materials about recount text and gave examples. Before giving a post-test, the researcher gave students opportunities to ask about the materials they did not understand. After all was clear, the researcher gave post-test and asked about their Eid Al-Fitr experiences. After that, the researcher asked the students to retell their Eid Al-Fitr experiences and their activities in front of the class. After all the students finished, the researcher and students prayed together to end the meeting.

b. Students' Speaking Score in Control Class

In the control class, students taught by using teacher centered strategy. The first meeting was a pre-test. Then, the second and third meetings were conducted using teacher centered strategy. The last meeting was post-test. The pre-test and post-test results in the control class showed in the table below:

Table 4. 4 Students' Speaking Score of Control Class

No	Name	Score	
		Pre-test	Post-test
1	AAP	61	72
2	ARA	61	56
3	AAR	72	78
4	AA	72	83
5	AMA	61	67
6	AZKH	67	72
7	BYPF	67	67
8	DLA	78	78
9	DLK	61	61
10	FAG	72	78
11	FN	61	50
12	FRMA	56	56
13	IANN	72	67
14	IN	67	56
15	LIF	67	61
16	MZS	72	72
17	MWAB	56	67
18	MBWP	61	56

No	Name	Score	
		Pre-test	Post-test
19	MDF	67	72
20	MRJM	50	67
21	NME	67	61
22	RA	67	72
23	RCF	56	56
24	RNP	67	67
25	SYK	72	83
26	SRPR	72	78
27	SMM	72	83
28	SPNF	67	72
29	ZPH	67	61
30	ZA	61	67
	Total	1969	2036
	Mean	65.63	67.87
	Median	67	67

Based on the table above, the pre-test's highest score was 78, and the post-test highest score was 83. Meanwhile, the lowest score in the pre-test and post-test is 50. In addition, the pre-test average score was 65.63, and the post-test average score was 67.87. So, it can be concluded that there is a change in students' pre-test and post-test scores. On the other hand, despite changing their scores, many students still got scores below the minimum competences criteria. The frequency distribution of the pre-test in the control class can be seen as follows:

Table 4. 5 Frequency Distribution of Pre-test in Control Class

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.3	3.3	3.3
	56	3	10.0	10.0	13.3
	61	7	23.3	23.3	36.7
	67	10	33.3	33.3	70.0
	72	8	26.7	26.7	96.7
	78	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

According to the table above, it can be seen that the results of pre-test scores were varied. There was one student who got a score of 50, 3 students who scored 56, 7 students who earned a score of 61, 10 students who scored 67, 8 students who

scored 72, and 1 who got a score of 78. The histogram of pre-test results showed in below:

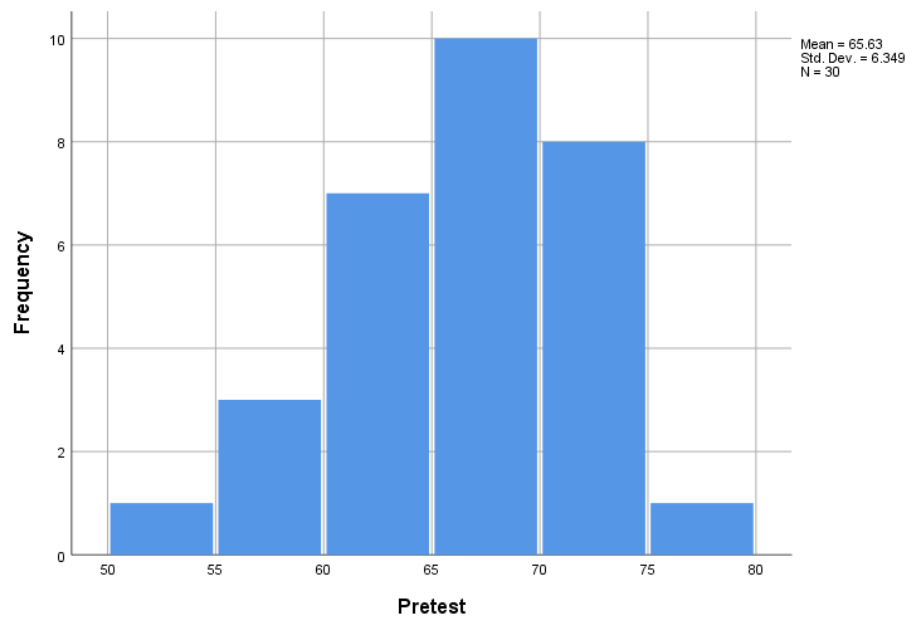


Figure 4. 3 Histogram of Pre-test in Control Class

In the histogram above, it can be seen that the students' pre-test results were in the control class. Based on the histogram, the mean of the pre-test in the control class is 65.63, with a standard deviation of 6.349. Meanwhile, the result of the post-test in the control class showed in the table below:

Table 4. 6 Frequency Distribution of Post-test in Control Class

Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.3	3.3	3.3
	56	5	16.7	16.7	20.0
	61	4	13.3	13.3	33.3
	67	7	23.3	23.3	56.7
	72	6	20.0	20.0	76.7
	78	4	13.3	13.3	90.0
	83	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

According to the table above, it can be seen that the results of the post-test score were varied. There was one student who got a score of 50, 5 students who scored 56, 4 students who earned a score of 61, 7 students who scored 67, 6 students

who scored 72, 4 students who scored 78, and 3 students who got a score of 83. The histogram of the post-test result showed in below:

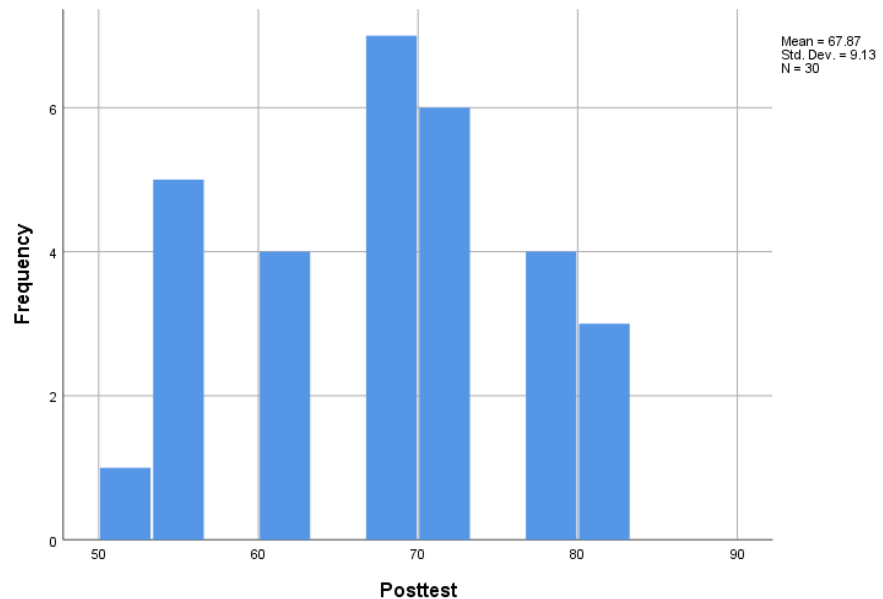


Figure 4. 4 Histogram of Post-test in Control Class

In the histogram above, it can be seen that the students' post-test results in the control class. Based on the histogram, the mean post-test in the control class is 67.87, with a standard deviation of 9.13.

B. Inferential Statistic

1. Assumption Test

a. Normality test

A normality test was used to determine whether the data in both classes were normal. Nuryadi stated that the normal distribution is symmetrical, with the modus, mean, and median at the center.¹ The researcher used the Kolmogorov-Smirnov test to test the normality in this research. Nuryadi et al. stated that the data is normal if the significance value is > 0.05 .² The normality test showed as follows:

¹ Nuryadi et al., 79.

² Nuryadi et al., 87.

Table 4. 7 The Normality Test Result

Test of Normality						
Kolmogorov-Smirnov				Shapiro- Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental Class	.137	30	.154	.946	30	.133
Control Class	.129	30	.200*	.947	30	.143

*This is a lower bound of the true significance.

Table 4.7 shows that the calculation result of the normality test in the experimental class is 0.154, which means the significant value is greater than 0.05 ($0.154 > 0.05$). It can be concluded that the data in the experimental class are normally distributed. Meanwhile, the significant value in the control class is greater than 0.05 ($0.200 > 0.05$), which means the data is normally distributed.

b. Homogeneity test

The homogeneity test is a statistical test that shows that two or more sample data groups come from populations with the same variance.³ This research used the Levene test in tasting the homogeneity test. The Levene test's interpretation is that if the Levene statistic value is > 0.05 , the data variation is homogeneous.⁴ The homogeneity test showed in the table below:

Table 4. 8 The Homogeneity Test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Speaking Monologue Score	Based on Mean	.142	1	58	.707
	Based on Median	.153	1	58	.697
	Based on the Median and with adjusted df	.153	1	57.813	.697
	Based on trimmed mean	.130	1	58	.720

Table 4.8 above shows that the significant value is greater than 0.05 ($0.707 > 0.05$), so the data variance is homogeneous.

³ Nuryadi et al., 89.

⁴ Nuryadi et al., 93.

2. Testing of hypothesis

The hypothesis test was conducted after the normality test and the homogeneity test. Hypothesis testing is the process of determining whether this statement is supported by the result of the research project.⁵ The research used an independent sample t-test for statistical analysis. The statistical analysis result is presented in the table below:

Table 4. 9 The Result of Hypothesis Testing

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Speaking Monologue Score	Equal variances assumed	.142	.707	2.164	58	.035	4.933	2.280	.370	9.497
	Equal variances do not assume			2.164	57.724	.035	4.933	2.280	.369	9.498

Nuryadi et al. stated that if the significance of Levene's Test is low than 0,05 ($p < 0,05$), it means that Levene's test value is significant.⁶ Based on Table 4.9 above, the significance of Levene's test is bigger than 0.05 ($0.707 > 0.05$), which means the variances of both classes are the same or insignificant. On the other hand, if Levene's test value was not significant, the t-test value in the first row is used to decide whether to accept H_0 or accept H_1 .⁷ The table above shows a significant value of less than 0,05 ($0.035 < 0.05$). So, it can be concluded that the alternative hypothesis was accepted and rejected the null hypothesis. It means there is a significant difference in students'

⁵ Jackson, *Research Methods and Statistics*, 164.

⁶ Nuryadi et al., *Buku Ajar Dasar-Dasar Statistik Penelitian*, 113–14.

⁷ Nuryadi et al., 114.

speaking ability between those who taught using the Student Teams Achievement Division (STAD) strategy and those who did not.

C. Discussion

This research goal is to determine whether scores significantly differ between those taught using the STAD strategy and those who did not. In this part, the researcher discusses using the STAD strategy on the speaking abilities of VIII-grade students at MTs Negeri 2 Ponorogo.

In this research, the sample in the experimental was 30 students, and 30 students in the control class. Therefore, the independence sample t-test is used in making a decision accepted H_0 or H_1 . Nuryadi et al. stated that the guidelines for making decisions in an independent sample t-test were accepting H_1 and rejecting H_0 when the significant value was less than 0.05 ($p < 0.05$).⁸ Based on the calculation in Table 4.9, the result showed that the significant value is less than 0.05 ($0.035 < 0.05$). It means H_1 was accepted and rejected H_0 , or there is a significant difference in students' speaking ability between those who taught using Student Teams Achievement Division (STAD) strategy and those who did not.

According to Slavin, the Students Teams Achievement Division (STAD) is a cooperative learning strategy in which students work together in small groups with different levels of ability to achieve a shared learning goal.⁹ Thus, several findings stated that the STAD strategy in teaching speaking is effective. First, Slavin said that in the STAD strategy, students are motivated to help and encourage one another to learn in a team or group work.¹⁰ It makes students freely convey and share their ideas, feelings, and opinions and can improve their speaking abilities. Second, Firnanda et al. stated that STAD in teaching speaking could improve students' speaking ability.¹¹ In addition, Wiraningsih

⁸ Nuryadi et al., 114.

⁹ Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 143.

¹⁰ Slavin, 8.

¹¹ Firnanda, Gani, and Samad, "The Influence of Student Team- Achievement Division (STAD) In Developing Students' Speaking Skill," 59.

found that Student Teams Achievement Division (STAD) can develop students' speaking skills.¹²

In this research, the researcher used monologue in assessing speaking. Karpovich et al. stated that extensive speaking or monologue is one of the main forms of speaking in which students perform individually to improve language skills and self-confidence by practicing all parts of the language system.¹³ They added that there are six categories of MST (Monologues Speaking Test) content analysis and evaluation; content and organization of a monologue, vocabulary, coherence of MST structure elements and the use of linking words and phrases, grammar, fluency and pronunciation, and presentation of a monologue.¹⁴

Based on Slavin's theory, the STAD strategy is effective in language learning. It can be concluded that the STAD strategy in teaching speaking was effective, and there were differences in scores between those who were taught using the STAD strategy and those who were not. This strategy helped students encourage their motivation to speak and improve their speaking abilities. Furthermore, based on this research, it can be concluded that the H1 was accepted and rejected the H0. In conclusion, there are significant differences in students' speaking ability between those taught using the STAD strategy and those who did not.

¹² Wiraningsih, "Developing Speaking Skill Through STAD at Grade XI Students," 3.

¹³ Karpovich et al., "The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills," 3.

¹⁴ Karpovich et al., 8.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

As mentioned before, this research aimed to determine the effectiveness of students' speaking ability after applying the STAD strategy to eight-grade students at MTs Negeri 2 Ponorogo.

Based on the result of the data analysis, it can be concluded that there are differences between the experimental class's average score and the control class. The post-test result in the experimental class obtained an average score of 72.80. Meanwhile, the average post-test score in the control class was 67.87. It can be concluded that the post-test score in the experimental class is bigger than in the control class. In the hypothesis test, a paired sample t-test is used to find out whether H_0 is rejected or accepted. The t-test result showed that the significant value is lower than 0.05 ($0.035 < 0.05$). It means that H_1 is accepted, and the null hypothesis (H_0) is rejected. Thus, based on the explanation above it can be answered the statement of the problem in the chapter. The answer is there is a significant difference in students' speaking ability between those who taught using the STAD strategy and who did not.

B. Recommendation

Based on the result of this research, the researcher gives the following recommendations as follows:

1. For the English teacher

The teachers must be able to provide various strategies to help the students achieve the goals in learning English, especially in speaking. In addition, innovative and creative strategy can make teaching activities atmosphere more be fun. The researcher used the Student Teams Achievement Division (STAD) strategy to teach speaking. So,

the students can study in groups (teams) and train themselves through individual quizzes. In teams or group study, students learned together and helped each other to achieve their goals.

2. For the students

The researcher hopes that students can be more motivated to improve their speaking skills. The researcher hopes that after applying the STAD strategy, students feel free to speak without any feeling shy and afraid of making mistakes while speaking.

3. For the future researcher

The researcher hopes that the result of this research can be used as a reference for basic information in conducting research using the STAD strategy in teaching speaking or other language skills.



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