

**THE EFFECTIVENESS OF STUDENT TEAM  
ACHIEVEMENT DIVISION (STAD) TO TEACH SPEAKING  
SKILL AT SMP N I MLARAK PONOROGO**

**THESIS**



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**THESIS**

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in Partial Fulfillment of the Requirement  
for the Degree of Sarjana in English Education



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## ABSTRACT

**ZAMARUDA, YUHANITH.** 2018. *The Effectiveness of Student Team Achievement Division (STAD) to Teach Speaking Skill At SMP N I Mlarak.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Dr. Ahmadi, M.Ag.

### **Key Words : Student Team Achievement Division (STAD), Speaking Skill**

Teaching speaking is a teaching language, which emphasizes on practice activities. Teaching speaking is designed to help the teacher to improve his/her teaching of speaking. Teachers must apply some method to attract their students to improve their speaking. One of many methods is STAD method. It is a model of cooperative learning that can encourage students' motivation to improve their speaking.

The objective of this research was to know about the effectiveness of Student Team Achievement Division (STAD) method to teach speaking skill at the eighth grade students of SMP N I Mlarak in academic year 2017/2018.

The research applied quantitative approach and used the quasi-experimental design. It used two classes which are taught by using two different strategies. The experimental class was taught by using STAD (Student Team Achievement Division) and the control class was taught by using lecturing, question and answer strategy. The population was students of SMP N I Mlarak which consist of 472 students. The sample is 49 students (26 experimental classes, 23 control classes). The data were gathered through test. This research was conducted by following procedure: giving pre-test, applying treatment, and giving post-test.

After getting the score of the test, the data were analyzed and processed by using T-test formula by using SPSS. The result of this research shows that the average of pre-test of experimental class is 51,154 and the average of post-test is 64,038. The value of t test = 3,577 is consulted with 5% significance level with df 47, that is 2,02 (t test > t table), So,  $H_a$  is accepted and  $H_0$  is rejected.

So, it can be concluded that there is significant effect on students' speaking skill that is taught by using STAD method. In other word, STAD method is effective on students' speaking skill of eighth grade students at SMP N I Mlarak. It is become important for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the appropriate method in learning English especially in learning speaking to make the students are more motivated in learning speaking.

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Teaching speaking is a teaching language, which emphasizes on practice activities. Teaching speaking is designed to help the teacher to improve his/her teaching of speaking. Teaching speaking has different purpose that is the ability of other languages and have integrity with other skills. The goal of teaching speaking is to communicate efficiency.

Teaching speaking makes students become into confident and skilful speaker and listener. Teaching speaking helps students to express ideas in their minds. Student become easier to speak English with the teaching speaking.

Indonesia has many kind of problem about teaching English especially teaching speaking. The problem is caused by the low interest to learn English especially speak English, so it affects the difficulty of teachers in teaching English.

Peny Un suggests, there are some problems encountered when teaching speaking, among others: a). Inhibition : students often find it difficult to say English in the classroom because of excessive embarrassment, b). Nothing to say : a feeling of guilt to say something in English so that none of the ideas can be expressed, c). Low or uneven participatin : only a few students have an interest in learning English (this is an overview of all schools in Indonesia), d). The use of mother tongue : teachers prefer

to teach grammar rather than speaking because it teaches easier grammar and other dominant languages used are Indonesian.<sup>1</sup>

These problems are often found in Indonesia, so there needs to be a serious response to follow up.

It is very often found that many students who cannot speak, understand the contents of reading and writing in English because they do not know what vocabulary they should say. Syamsiarna Nappu states from the results of the study note that one of the factors that cause low English acquisition and failure of students in using this language, especially communicative is the lack of vocabulary treasury. This situation also causes students always feel afraid and less confident to express opinions, feelings, suggestions, or questions in English so they kebayasaan prefer silence than to pronounce their feelings and opinions in the process of learning English in the classroom.<sup>2</sup>

A news announces the results of a global survey of English proficiency. On Friday, December 9, 2016, at 6:40 pm, Steve Crooks, Director of Research on Education and Development at EF English First Global, announced the results of a global survey of "English Proficiency Index" that shows the State of Indonesia is in the 32nd position with a score of 52.91 from 72 countries in

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<sup>1</sup> Penny Ur, *A Course in Language Teaching*, (New York : Cambridge University Press, 1996), 121.

<sup>2</sup> Syamsiarna Nappu, " Penigkatan Penguasaan Kosakata Bahasa Inggris Siswa Melalui Pembelajaran Bahasa Berbantu Komputer", *"Jurnal Teknologi Pendidikan, No.3*, (Desember 2014),146.

English proficiency. Singapore leads as the country's top ranking in terms of English ability. The EF English Proficiency Index calculates the average grade of English proficiency of an adult using data from two different EF English tests. The first test can be accessed for free on the internet. The second test is a level placement test used by EF during the new student enrollment process for the English program.<sup>3</sup>

On May 4, 2018, at 10:03 a.m, at SMPN I Mlarak, Mr. Hadi mulyono, S.Pd explained every Tuesday when he conducted the MGMP (Musyawarah Guru Mata Pelajaran) there are always complaints from English teachers in various areas in Ponorogo which then raises various problems. Then he gives information about the problem. Problems often faced by teachers in teaching English include: the lack of interest in learning English, the existence of KKM (Minimum Completeness Criteria) that require teachers to make value according to the KKM, the lack of time available for teaching, and factors of less supportive families. He explained from some of the factors that most influence is the factor of the family, because the majority of parents only focus on school finance and less attention to whether his child has learned, or already understand or not his child while studying. So the conclusion from that presented by Mr.Hadi was there are various problems always faced by English teachers but

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<sup>3</sup> <http://m.tribunnews.com/nasional/2016/12/09/kemampuan-bahasa-inggris-masyarakat-indonesia-masih-rendah>. accessed on July, 12<sup>nd</sup> 2018.

the problems described above is a problem that in general and still remains a trending topic.<sup>4</sup>

On October 15, 2018 when interview PPLK 2 at SMP N 1 Mlarak, according to Mrs.Umi Hidayanti, S.Pd a teacher English at SMP N I Mlarak, she explained about difficulty in learning English, especially in learning speaking. Students in SMP N 1 Mlarak have many problems in their speaking ability. The problem is the lack of mastery of vocab, times consumed in teaching speaking, and the teaching strategies that are used in speaking.<sup>5</sup>

Speaking is one communicative skills that should be mastered by the students during learning English. Nevertheless, many students have difficulties in producing the utterances in the speaking class. Some students till consider that English is a difficult lesson to be learned at the school. In addition, most of students prefer to keep silent rather than speaking when the teacher asked the student to practice in the class.

Someone need speaking in communication in order to express his idea. “Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and view points. In addition, people who know a language are referred to as ‘speakers’ of

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<sup>4</sup> Interview at SMPN 1 Mlarak on, 4<sup>th</sup> May 2017.

<sup>5</sup> Interview while PPLK 2 at SMP N 1 MLARAK on, 15<sup>th</sup> October.2017.

that language”.<sup>6</sup> “Speaking aloud in school helps children to develop the skills and confidence they need to communicate in a range of contexts. The progression in speaking skills is from talk with familiar adults or friends towards talk with strangers; and from reading or recounting known information to talking about their own ideas”.<sup>7</sup>

Speaking is one the productive or oral skill.<sup>8</sup> Speaking is on of the most important skills that students should have in learning English. Speaking has main function in the spoken language. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel, they have improved in their spoken language proficiency.<sup>9</sup>

Teacher can use some techniques or activities to help students and motivated in acquiring speaking ability based on instructional material given. Teacher can use cooperative learning in teaching learning process. “Cooperative learning is a learning model that prioritizes cooperation to achieve learning objectives. Cooperative learning is a form of learning by means of students

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<sup>6</sup> Aida Abd El Maksoud Zaher, (*The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*), Pdf.

<sup>7</sup> Lyn, Dawes, (*The Essential Speaking and Listening : Talk for learning at Key Stage 2*, London and New York : RoutledgeTaylor & Francis Group, 2008), 118.

<sup>8</sup> Kathlenn M Bailey sries editor: David Nunan. *Practical English Language Teaching Speaking* (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies,inc.2015),2.

<sup>9</sup> Jack C.Richard, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge University Press, 2008),19.

learning and working in small groups collaboratively, whose members consist of 4 to 6 people, with heterogeneous group structure".<sup>10</sup>

One technique used to focus on key information when studying speaking is STAD (Student Team Achievement Division). This technique can stimulate students' motivation in learning English especially in learning speaking. "Student Team Achievement Division (STAD) is one type of the simplest cooperative learning that emphasizes the activity and interaction among students to motivate each other and help each other in mastering the subject matter in order to achieve the maximum performance".<sup>11</sup> The cooperative learning model of Student Teams Achievement Division (STAD) is a cooperative learning model that can develop students' skills and creativity in solving this problem and make students as learning centers. Meanwhile, the educator serves as a facilitator.<sup>12</sup>

Based on the statement above, the researcher thought that (Student Team Achievement Division) STAD method helps the students increase their speaking skill. This technique can assist the teacher in planning the instruction by helping them identify the pattern of organization of ideas and the concepts, and students can easily speak English.

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<sup>10</sup> Abdul, Majid, *Strategi Pembelajaran*, (Bandung: Remaja Rosdakarya, 2013), 174.

<sup>11</sup> Silvia Nengsih, Edwar Kemal, dan Lili Perpisa, "The Implementation of Student Team Achievement Division of Cooperative Learning Use by English Teacher In Learning Process At SMAN 1 Pulau Punjung", (Sumatra Barat: STKIP PGRI).

<sup>12</sup> Gusviar, "Peningkatan Aktivitas Dan Hasil Belajar Bahasa Inggris Peserta Didik Dengan Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division (STAD) Pada Kelas X.3 SMA Negeri 5 Bukittinggi", *Jurnal Pendidikan dan Teknologi Informasi*, 1 (September 2016), 18.

Based on the problem above the researcher is going to conduct a research entitled **“The Effectiveness of Student Team Achievement Division (STAD) To Teach Speaking Skill At SMP N I Mlarak Ponorogo”**.

### **B. Limitation of the Problem**

Based on the background of the study that has explained above, the researcher gives limitation of problem to avoid the far ranging of discussion. The limitation of study are:

1. This study focuses on the use of Student Team Achievement Division (STAD) to teach speaking skill
2. This research takes the eighth grade students of SMP N I Mlarak Ponorogo in academic year 2017/2018

### **C. Statement of the Problem**

Concerning the background of the study, the researcher formulated the problem of the study as follow:

Is there any significant difference in speaking skill of students who are taught by using STAD and who aren't taught by using STAD at the eighth grade of SMP N I Mlarak Ponorogo ?

#### **D. Objective of the Study**

Based on the problem above, the objective of this research was to find out the effectiveness of students' speaking ability who are taught and who aren't taught by using STAD at the eight grade of SMP N I Mlarak Ponorogo.

#### **E. Significant of the Study**

This research is expected can give the significance both theoretically and practically in the teaching and learning process in English.

##### 1. Theoretically,

The findings of this study are expected can enrich the theory about the using of Student Team Achievement Division (STAD) in teaching speaking skill.

##### 2. Practically

The result of this research is expected to be beneficial for:

###### a. Teacher

This study is expected to give teachers variations for teach and to help students easy to study.

###### b. Students

This study is expected to give students knowledge of STAD (Student Team achievement Division) and helping student to increase speaking skill.

c. Readers

This study is expected to give contributions to readers, add to references concerned with speaking skill by using STAD (Student Team Achievement Division).

**F. Organization of the Thesis**

To provide a clear general content of this thesis, it is important to organize a process of research report systematically. This thesis covers five chapters which the organization of the thesis follows the steps below:

The first chapter gives the explanation about the introduction of the research. It consists of background of the study, limitations of the problem, statement of the problem, objective of the study, significances of the study and organization of the thesis.

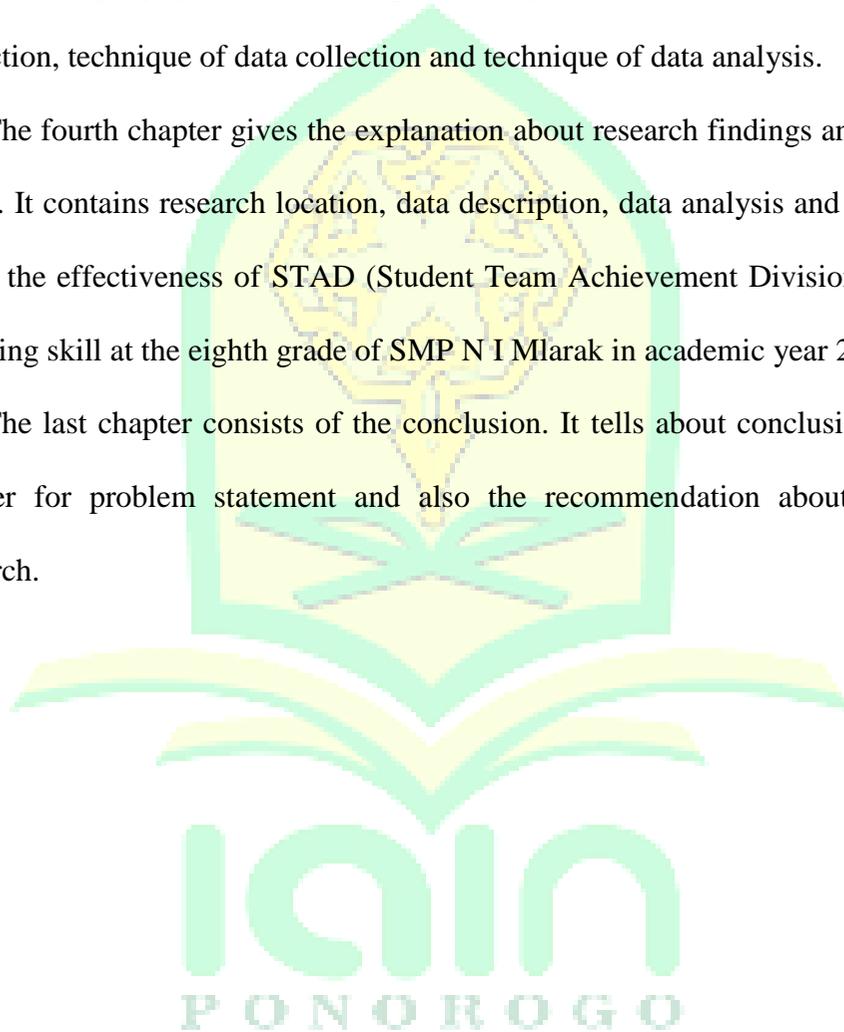
The second chapter gives the explanation about review of related literature. It consists of previous research finding, theoretical background, theoretical framework and hypothesis. The theoretical background explains about the nature of speaking, components of speaking, type of speaking, definition of teaching speaking, teaching speaking by using STAD (Student Team Achievement Division), characteristics of a successful speaking activity, speaking assessment, definition cooperative learning, structure of cooperative learning, objectives of

cooperative learning, definition of STAD (Student Team Achievement Division),  
Componrnt of STAD (Student Team Achievement Division).

The third chapter gives the explanation about research method. It consists of research design, population and sample, validity and reliability, instrument of data collection, technique of data collection and technique of data analysis.

The fourth chapter gives the explanation about research findings and research result. It contains research location, data description, data analysis and discussion about the effectiveness of STAD (Student Team Achievement Division) to teach speaking skill at the eighth grade of SMP N I Mlarak in academic year 2018/2019

The last chapter consists of the conclusion. It tells about conclusion and the answer for problem statement and also the recommendation about result of research.



## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### A. Previous Research Findings

The first research from Ervi Nur Azizah from Syarif Hidayatullah University Jakarta, by the title “*The Effectiveness of Student Team Achievement Division (STAD) Towards Students’ Speaking Ability (A Quasi-Experiment at the Eleventh Grade Students of SMK Puspita Bangsa in Academic Year 2015/2016)*”. In this research she used STAD method to improve students’ speaking ability. The result of this research is teaching speaking through STAD was better and it was effective to the student and they more interesting to learn in communicative way and can solve their problem each other in their group. In using STAD the students can be more active and braver to speak English, because STAD gives students an opportunity to work in group with other students and each student can help each other in teaching learning process. The student also not bored by follow the procedure of STAD. In this research the writer tries to use STAD in students’ speaking skill. So, there is different purpose between the purpose of Ervi Nur Azizah research and this research.

The second one is research from Zaenul Wafa from State Institute of Islamic Studies (STAIN) Salatiga university, entitles “*The Use of Student Teams-Achievement Division Method (STAD) to Improve Listening*

*Comperhension of the Second Grade Students of SMAN 2 Salatiga in the Academic Year 2012/2013*". In this research he used STAD in improving students' listening comprehension. In fact, he can give a proved that STAD is an effective method to improve students' listening comprehension. In using STAD the students were not only enthusiastic about teaching and learning process but also happy to follow the procedure of STAD; teaching, teaming, quiz, individual score development and team recognition. Nevertheless in this research the writer tries to use STAD in students' speaking ability. So, there is difference purpose between the purpose of Zaenul Wafa research and this research.

The third study is the journal has written by Istirocha Murtanti Cahyani from FKIP UNISMA, entitled *The Effectiveness of Student-Team Achievement Division (STAD) on Students' Reading Comperhension Ability*. In her journal she mentions that reading comprehension using STAD can make students work together in achieving the material by upholding the norms of the group. It mean, if their groups want to get the point, each group should help the member to learn more about the lesson. But in quiz, the students should work individually. In this journal was intended in the using STAD of students' reading comprehension. In the other hand, in this study the writer intended in using STAD of the Eighth garde student s of SMP N I Mlarak.

## **B. Theoretical Background**

### **1. Speaking**

#### **a. The Nature of speaking**

Language is a basic device which required to communicate with other people. Language can be used to send a message orally or written form. Every country has a mother language. To solve the problem we can use majority language in the world and the one of language is English language.

One of the solve problem is using speaking. Speaking is one of device to transfer information to other people. The important of speaking in life is to easier convey news with fast and concise. Speaking consist of producing systematic verbal utterance meaning.<sup>13</sup> Based on the statement above, speaking is the one of media to share inform news and expressing one of feeling in speech.

#### **b. Component of Speaking**

The component of Speaking can be classified into four, as follow :

##### **1. Grammar**

Grammar is a description of the structure of a language and way in which units such as word and phrases are combined to produce

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<sup>13</sup>Kathleen, M. Bailey, *Practical English Language Teaching: Speaking* (Singapore: Mc.graw Hill, 2005), 2.

sentence in the language.<sup>14</sup> Ur stated grammar in a simple term, it is the way word are put together to make correct sentence.<sup>15</sup> By using grammar, our speech will be more understood the others easily.

## 2. Vocabulary

Vocabulary can be defined, roughly as the words we teach in foreign language.<sup>16</sup> Vocabulary is one of the important aspects in speaking. Without sufficient vocabulary, we cannot communicate with others effectively and automatically we find difficulty to express our idea both in written or oral form.

## 3. Pronunciation

One key to success in learning to speak a foreign language is having good pronunciation.<sup>17</sup> Pronunciation is the way to utter a word. It deals with stress, intonation, sounds, rhythm when we speak a word.

## 4. Fluency

Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community.

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<sup>14</sup> David Nunan, *Practical English Language Teaching Grammar*, (Singapore: Mc Graw Hill,2005), 2.

<sup>15</sup> Penny Ur, *A Course in Language Teaching*, (New York : Cambridge University Press, 1996), 75.

<sup>16</sup> *Ibid.*, 60.

<sup>17</sup> Kathlenn M Bailey, *Practical English Language Teaching Speaking, Speaking* (Singapore: Mc.graw Hill, 2005), 65.

So, it means that fluency not only the ability to speak fast but also it is relevant with the norms of native speech.

### c. Type Of Speaking

Before assessing speaking, we need to acknowledge basic types of speaking. According to Brown, there are five type of speaking :

#### 1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The purpose of imitative activities is obviously is not focus on students' meaningful interaction but for focusing on the element of language form.

#### 2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow hand of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). This activity intended to practice some phonological or grammatical aspect but it is one step beyond imitative activities. Intensive speaking can be done through pair work activities.

### 3. Responsive

Responsive assessment tasks include interaction and test comprehension but the somewhat limited level very short conversations, standard, greetings and small talk, simple requests and comments, and the like. In responsive activities, the students focused on how to reply the question shortly. The reply is usually sufficient and no need to be extended. As in example :

Teacher : how are you today?

Student : I'm fine, and you ?

### 4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

### 5. Extensive (*monologue*)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. It is given for intermediate to advanced students who can explore the ability in extending

monologue in the form of oral reports, summaries, or short speeches.<sup>18</sup>

## 2. Teaching Speaking

### a. Definition of Teaching Speaking

Teaching speaking is activity to improve the students' ability in spoken English language. According to Huges, "teaching speaking is an excellent, teacher and friendly instructions to main technique for dealing speaking tasks, convering fluency practice topic vs task-focused speaking activity, discussion activities, other interaction role play and oral testing".<sup>19</sup> From the Huges' states teaching speaking have many ways and roles to bring the students use the target language.

Teaching speaking is an important thing that should be done, because many language learners are often measured their successful in language learning is seen from how well they can speak using target language. Richard said, "learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language

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<sup>18</sup> H. Douglas Brown, *Language Assessment: Prinsiples Classroom Practices*, (San Fransisco State University: Pearson Education, 2004), 141-142.

<sup>19</sup> Rebecca Huges, *Teaching and researching Speaking* (London: Pearson Education, 2002), 48.

proficiency”.<sup>20</sup> Hilda Taba stated that the model of curriculum development has seven steps, as follows:

- a. Diagnosis of need : identify the student's needs about what students want and need to learn.
- b. Formulating specific objectives : teachers specify objectives. In other words, a clear formulation and comprehensive goals to form the basis for the development of the next elements. Clearly, Taba believes that the nature of the objectives will determine the types of lessons that need to be followed.<sup>21</sup>
- c. Selection of content: objective determines the content, content and objectives must be appropriate, validity and significant contents are also specified. That means the educator must first formulate the goals to be determined.
- d. Organization of content: teachers organize content into appropriate sequences based on level of maturity, academic achievement, talents and student interests.
- e. Selection of learning experiences: at this stage, teachers select appropriate instructional methods for students.

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<sup>20</sup> Jack C. Richard, *Teaching Listening and Speaking: From Theory to Practice*. (Cambridge: Cambridge University Press, 2008), 19.

<sup>21</sup> Abdullah Idi, Safarina Hd, *Pengembang Kurikulum Teori & Praktik*, (Jakarta : PT Rajagrafindo Persada, 2014),128.

- f. Organization of learning experiences: teachers organize learning activities into a sequence that is often determined content, teachers should consider students who will learn according to the curriculum.
- g. Determination of what to do and mean of doing it: the design of the curriculum determines which objectives have been achieved, the teacher and the student determine the evaluation procedure. At this stage Taba advises the curriculum developers to conceptualize and plan various evaluation strategies.

From some of the above steps, it can be seen that the Taba model reflects curriculum design that comes from the grass root of education, the curriculum in school, so that the teacher functions as a designer and curriculum implementer in his school.<sup>22</sup>

Based on this matter, we can know that the steps used in developing the curriculum are the diagnosis of needs, the formulation of the main points, the selection of content, the organization of the content, the selection of the learning experience, the organizational learning experience, and the determination of what should be evaluated and how to do it.

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<sup>22</sup> Mohamad Ansyar, *KURIKULUM* , (Jakarta : KENCANA PRENADAMEDIA GROUP, 2015), 292.

To make the teaching speaking is successful in the class, there are some principles in teaching speaking that must be fulfilled. Douglas stated that there are seven principles in teaching speaking, those are:

1. Use technique that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency;
2. Provide intrinsically motivating techniques;
3. Encourage the use of authentic language in meaningful context;
4. Provide appropriate feedback and correction;
5. Capitalize on the natural link between speaking and listening;
6. Give students opportunities to initiate oral communication;
7. Encourage the development of speaking strategies.<sup>23</sup>

#### **b. Teaching Speaking by Using STAD (Student Team Achievement Division)**

Teaching speaking need the effective guidance in developing students' speaking skill and to be able communicate in the target language. Practice is very important in teaching speaking, because it is to train students' pronunciation and comprehension of students when they are learning speaking. The teacher can use Student Team Achievement

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<sup>23</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, second edition (Longman), 275.

Division (STAD) as a method in teaching learning process of speaking. Students also can share the problem and left their doubt to say something with their friend in group. According to Trianto “Ibrahim, et al (2000: 29) The main purpose of STAD is that students can use activity sheets and help each other to finish the learning material”.<sup>24</sup> So, team work is very needed in create a good team.

As with other lerning, STAD type cooperative learning also reuires careful preparation before the learning activities are implemented. Trianto stated that there are five preparations to learning by using STAD those are:

a. Learning Media

Lesson Plan (RPP), student book, Student Activity Sheet (LKS), with the answer sheets.

b. Form a cooperative group

Determine the three groups of the top group of 25% of all students drawn from the students of rank, the middle group of 50% of all students taken from the order after the top group, and the lower group by 25% of all students after being taken from the upper group and middle group.

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<sup>24</sup> Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif Konsep, Landasan, dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Kencana Prenada Media Group, 2011), 68.

c. Determine the initial score

The initial score used may be a previous repeat result. This initial score may change after a quiz.

d. Seating arrangements

This is done to support the success of cooperative learning

e. Work in group

Has a goal to further introduce each individual in the group.<sup>25</sup>

### 3. Characteristics of A Successful Speaking Activity

Speaking activity can be successful if there are certain characteristics that can support it, Penny Ur stated that there are some characteristics of a successful speaking activity, those are:

- 1) **Learners talk a lot** : As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- 2) **Participation is even** : classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak and contributions are fairly evenly distributed.
- 3) **Motivation is high** : learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

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<sup>25</sup> Ibid., 69-70.

4) **Language is of an acceptable level** : learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.<sup>26</sup>

#### 4. Speaking Assessment

Speaking can be assessed by asking young learners questions and engaging them in conversation. When assessing learners' oral skills, you may want to use an analytical or holistic rubric. A holistic rubric provides one overall score. An analytic rubric provides information broken down into different categories. They are : 1). Grammar, 2). Vocabulary, 3). Fluency, 4). Pronunciation.

Table 2.1 Analytic Oral Assessment by Caroline T.Linse<sup>27</sup>

Aspect	Score	Criteria
Grammar	1	Errors grammar and word order so severe as to make speech virtually unintelligible.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.
	3	Makes frequent errors of grammar and word order that occasionally obscure meaning.
	4	Occasionally makes grammatical and/or word order errors that do not obscure meaning.
	5	Grammar and word order approximate that of a native speaker.

<sup>26</sup> Penny Ur, *A Course in Language Teaching*, (New York : Cambridge University Press, 1996), 271.

<sup>27</sup> Caroline T.Linse series editor: David Nunan, *Practical Language Teaching: Young Learners*, (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies, inc. 2015), 149.

Vocabulary	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	2	Misuse of words and very limited vocabulary, comprehension quite difficult.
	3	Student frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary.
	4	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Use of vocabulary and idioms approximate that of a native speaker.
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.
	3	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.
	4	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.
	5	Pronunciation and intonation approximate that of a native speaker.
Fluency	1	Speech so halting and fragmentary as to make conversation virtually impossible.
	2	Usually hesitant; often forced into silence by language limitations.
	3	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.
	4	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.
	5	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.

## 5. Cooperative Learning

### a. Definition of Cooperative Learning

Cooperative learning is a learning model that prioritizes cooperation to achieve learning objectives. Cooperative learning is a form of learning by means of students learning and working in small groups collaboratively, whose members consist of 4 to 6 people, with heterogeneous group structures.<sup>28</sup>

Cooperative learning is a group learning with the number of students 2-5 people with the idea to mutually motivate between members to help each other in order to achieve a goal of learning the maximum.<sup>29</sup>

From explanation above we can conclude, Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

### b. Structure in Cooperative Learning

A structure is the way the teacher organizes the interaction in the classroom at any moment. The structure describes the relationship of the teacher, the students, and the learning content how interactions are

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<sup>28</sup> Majid, Abdul, *Strategi Pembelajaran*, (Bandung : Remaja Rosdakarya,2013),174.

<sup>29</sup> Imam Mudhofir, "Pengaruh Strategi Pembelajaran (STAD VS KONVESIONAL) Dan Modalitas Belajar Terhadap Hasil Belajar Vocabulary Dalam Berbicara Bahasa Inggris" *JLT-Jurnal Linguistik Terapan*,2,(November 2014),18.

structured.<sup>30</sup> For example, take lecturing. Lecturing is a structure, but not a cooperative learning structure.

### c. Objectives of Cooperative learning

Cooperative learning has several goals, including:

- 1) Improve student performance in academic tasks. This cooperative model has an advantage in helping students to understand difficult concepts.
- 2) In order for students to receive friends - friends who have different backgrounds.
- 3) Develop students' social skills; various tasks, actively inquiring, respecting the opinions of others, lure friends to ask questions, want to explain ideas or opinions, and work in groups.<sup>31</sup> From the above explanation can be seen that the three objectives are explained that cooperative learning can be used to help the learning process to be effective.

## 6. STAD (Student Team Achievement Division)

One method which can help teacher to teach English especially speaking skill is STAD (Student Team Achievement Division). The cooperative learning model of Student Teams Achievement Division

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<sup>30</sup> Spencer Kagan, *Cooperative Learning*, Kagan Publishing, 5.2.

<sup>31</sup> Abdul Majid, *Strategi Pembelajaran*, (Bandung : Remaja Rosdakarya, 2013), 175.

(STAD) is a cooperative learning model that can develop students' skills and creativity in solving this problem and make students as learning centers. Meanwhile the educator serves as a facilitator.<sup>32</sup>

STAD can be used the effective way because students can learn English from their friends rather than asking the teacher because they are shy or afraid to ask. In STAD the group is heterogenous means that the group consists of students with different performance in speaking. Then , because they work in group, student will help and motivate each other in material by using STAD.

## **7. Component of STAD (Student Team Achievement Division)**

According to Slavin, Student Team Achievement Division (STAD) is divided into five major components they are : Class presentation, Team, Quizzes, Individual improvement scores, Team recognition.

### **a. Class Presentation**

Class presentation is one the focus on STAD. In STAD class presentation is student release that they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

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<sup>32</sup> Gusviar, "Peningkatan Aktivitas Dan Hasil Belajar Bahasa Inggris Peserta didik Dengan Model Pembelajaran Kooperatif Tipe Student Teams Achivement Division (STAD) Pada Kelas X.3 SMA Negeri 5 Bukittingi", *Jurnal Pendidikan dan Teknologi Informasi*, 1(September 2016), 18.

b. Team

The team is the most important feature of STAD. The main function is to make sure that all members are really learning, and more is to prepare their members to do the quiz well.

c. Quizzes

After one two periods of teacher presentation and one to two periods of team practice, the student take individual quizzes. Student are not permitted to help one another during the quizzes. This makes sure that every student individually responsible to know the material.

d. Individual Improvement Scores

The reason of individual improvement scores is to give each student a performance goal that the student can reach, but only if he or she work harder and performs better than in the past. Any student can contribute maximum points to his or her team in this scoaring system. The student can earn points based on how much their quiz score exceed their base scores.

e. Team Recognition

Students' team score may also be used to determine up to five bonus points toward their grades. Certificates for teams that meet high standards of performance, newsletter recognition, bulletin-board displays, special

privileges, small prizes, or rather than towards emphasize the idea that doing well as team is important.<sup>33</sup>

### **C. Theoretical Framework**

Theoretical frame work is a concept in the thesis about how theorist can be related with the factors which are identified as the important problems.

This research is consisting of two variables :

X : Student Team Achievement Division (STAD)

Y : Speaking Skill

The researcher assumes that students' evaluation of learning at eighth grade of SMP N I Mlarak in Academic Year 2017/2018 is better while use STAD method in teaching Speaking skill.

### **D. Hypothesis**

Hypothesis is his research can be stated based on the teoritical analysis and theoretical framework. The hypothesis as follow :

H<sub>a</sub> : there is significant difference in speaking skill of students who are taught by using STAD

H<sub>0</sub> : there is significant difference in speaking skill of students who are not taught by using STAD

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<sup>33</sup> Robert E. Slavin, *Cooperative Learning : theory, research and practice*, terj. Narulita Yusron (Bandung : Penerbit Nusa Media, 2008), 143-146.

## CHAPTER III

### RESEARCH METHOD

The existence of the research method has a goal of guiding, the researcher order to work systematically. The research methodology covers a set of research activities conducted by researcher . It involves research design, population and sampel, instrument of data collection, technique of data collection, and technique of data analysis.

#### A. Research Design

There are various research design in a research. In this study, the researcher used quantitative research approach. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).<sup>34</sup> It means, to analyze the data the researcher used statistical calculation.

In this research, the researcher applied experimental research. Experimental research is as experimental method that used to find the effect of treatment toward something in controlled condition.<sup>35</sup>

There are four kinds of experiment, they are pre experiment, true experiment, quasi experiment, and ex post de facto. The researcher uses

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<sup>34</sup> Daniel Muis, *Doing Quantitative Research in education, 1.*

<sup>35</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2008), 107.*

experimental research design method, especially quasi-experimental design to find the causal relation and use non-equivalent (pre-test and post-test) control group design. Quasi experimental research is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-effect relationship.<sup>36</sup> This design is assumed to meet with the aim of this research that is to know whether or not there is a significant difference of the students' achievement that is given by using certain treatment.

Quasi-experimental indicates that random assignment of subject to treatment groups was not accomplished.<sup>37</sup> Therefore, the researcher can only assign randomly different treatment to two different classes. They were control class and experimental class.

In non-equivalent (pre-test and post-test) control-group design, a popular approach to quasi-experiment, the experimental group A and the control group B were selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment.<sup>38</sup>

Based on explanation above, this research employed two class. They were experiment class and control class as the subjects. Both classes have the same

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<sup>36</sup> Jack Fraenkel and Norman Wallen, *How to Design & Evaluate Research In education* (San Fransisco: Mc Graw Hill companies, 2000), 283.

<sup>37</sup> Walther R. Brog, *Educational Research: An Introduction* (London: Logman, 1983), 680.

<sup>38</sup> John W. Cresweel, *Research Design Qualitative, Quantitative, and Direct Methods Approaches Third Editio*, (United Kingdom: Sage Publication, 2009), 160.

academic ability classified at the maximum stage and to differentiate the effectiveness of using STAD (Student Team Achievement Division) method the researchers divide the two classes into the experimental class and the control class. The researcher gave different treatments to experimental and control classes. In experimental class, the researcher gave treatment using STAD, but in the control class conventional teaching was used lecturing and question answer strategy.

Both the experimental and control classes were pre and post-tested for their knowledge of the information contained in the speaking. Pre-test before treatment in order to make students in same condition and to know the student's speaking ability and the post-test after treatment to measure the effects of the treatment.

In this research  $H_a$  is expressed as follow : The students who are taught by using STAD (Studen Team Achievement Division) achieve a better score in speaking than the students who are not taught by using STAD (Studen Team Achievement Division) at the eighth grade of SMP N I Mlarak in academic year 2017/2018.

## **B. Population and Sample**

### **1. Population**

Before conducting in observation, the researcher needs to determine the population. Population is a collection of (whole) elements or individuals that have certain characteristics in a study.<sup>39</sup> According to Fred N.Kerlinger, population is defined as all members of any well defined class people, event or subject.<sup>40</sup> Population is all of object that will research in observation.<sup>41</sup> From those statement, population is all of the students will be observed by the researcher. Population is also the whole object that the researcher wants to search which has specific characteristics.

In this research, the population was eight grade students of SMP N I Mlarak in academis year 2017/2018. The total number of population is 472 students. For those class, the researcher choosed two classes of the eight grade as experiment class and controlled class. To select a sample, the researcher took a speaking test data that has been done by the teacher. Then, from the result of speaking data, the researcher measured the means and standard derivation of the classes to know whether the classes had similar characteristics of capability.

The result of homogeneity that from 2 classes considered homogeny or have similar ability. Then among the 2 classes that belongs to experiment

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<sup>39</sup> Andhita Dessy Wulansari, *Statistika Parametrik : Terapan untuk Penelitian Kuantitatif*, ed. Sofwan Hadi (STAIN Po PRESS), 8.

<sup>40</sup> John W. Cresweel, *Research Design Qualitative, Quantitative, direct Methods Approaches Third Edition* (United Kingdom : Sage Publication, 2009), 160.

<sup>41</sup> P.Joko Subgyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta: Rineka Cipta, 2004), 23.

class and control taken as a sampel in a lottery way. The result reaveled that class A as an experimental class and class D as a control class. Meanwhile class B as a validity class. Validity class used to measure the validity of test. In this study, the researcher used content validity. It means that a measuring instrument was deemend valid if it was in accordance with the curriculum to be achieved. So, before the data was tested to experiment and control class, it should be tested for its validity.

## 2. Sample

The part population is called as sample which considered to represent that population.<sup>42</sup> A sample is a collection of elements or individuals that are part of the population.<sup>43</sup> The sampling technique applied in this was clauster random sampling. Clauster random sampling or sample area (group) is ideal when it is impossible or impractical to compile a list of the elements composing the population.<sup>44</sup> The researcher chooses this sampling technique because clauster random samping was easier in the implementation and manageable than the others technique. Moreover, the researcher could limit the time, energy, and fee.

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<sup>42</sup> Ibid., 23.

<sup>43</sup> Andhita Dessy Wulansari, *Statistika Parametrik : Terapan untuk Penelitian Kuantitatif*, ed. Sofwan Hadi (STAIN Po PRESS), 9.

<sup>44</sup> John W. Cresweel, *Research Design Qualitative, Quantitative, direct Methods Approaches Third Edition* (United Kingdom : Sage Publication, 2009), 148.

Based on the explanation, the researcher took two classes for the sample. The subjects of sample were the member of Junior High School's students at the VIII-A as the experimental class consist of 26 students and VIII-D as the controlled class consist of 23 students.

### C. Instrument of Data Collection

Instrument is a tool that used by researcher in collecting the data in order that he or she works easier, the result is better, accurate, complete, and systematic, so that the data are easy to be processed.

Tabel 3.1 The Research Instrument

Title	Variable	Indicators	Instruments	Item of instruments
The Effectiveness of Student Team achievement Division (STAD) To Teach Speaking Skill (A Quasi Experimental Research at The Eighth Grade of SMP N I Mlarak in academic year 2017/2018	X = STAD (Student Team Achievement Division) Y = Speaking Skill	The students are able to tell the story about recount text	Performance test	Spoken/ Oral assessment

In this research, the instrument of data collection is test. The data in this research is the result of test and taken from oral test. The assessment of the oral test is adapted from rubric for speaking. An analytic rubric provides information

broken down into different categories. They are : 1). Grammar, 2). Vocabulary, 3). Pronunciation, 4). Fluency.<sup>45</sup>

Before the instrument used in this research, the researcher test the instrument with two tests, the first of validity and the second is test of reliability.

### 1. Test of Validity

The validity was essentially a demonstration that a particular instrument in fact measures what it purports to measure.<sup>46</sup> In this study, to determine the internal validity of an instrument, the researcher uses formula Karl Person Product moment.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2) - (n\sum y^2 - (\sum y)^2)}}$$

$r_{xy}$  = digit of indeks Product Moment Correlation

$\sum x$  = the total score X

$\sum y$  = the total score Y

$\sum xy$  = the total of result multiplication between score X and Y

N = total of respondent<sup>47</sup>

With df or db is  $n-r (26-2) = 24$  in 5% significance the price of r table is 0,388. When the price of  $r_{xy}$  or r count is under r table it could be concluded that the grains were not valid instruments. Thus, the item said to

<sup>45</sup> Caroline T.Linse series editor: David Nunan, *Practical Language Teaching: Young Learners*,( New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies,inc.2015),148-149.

<sup>46</sup> Louis Cohen et.al., *Research Methods in Education* (New York : Rutledge, 2007), 133.

<sup>47</sup> Andhita Dessy Wulansari, M.Si, *Penelitian Pendidikan Suatu Pendekatan Praktik dengan Menggunakan SPSS*, (PONOROGO : STAIN PO PRESS, 2012), 81.

be valid instruments if the coefficient of correlation (r count) of magnitude more than 0,388.

To validity and reliability instruments research, the researcher put the total sample 26 responden in students class VIII B in this validity test research, the researcher gave 1 question for this class. And with the speaking scoring rubic grammar, vocabulary, pronunciation, fluency. So, the researcher calculate the validity test from four scoring rubics of speaking. From of result the test validity instrument all questions or scoring rubic are valid. To knew score validity test the researcher uses program of SPSS 23 for windows. Finally the result calculation item validity instrument above could be conclude in able as follow :

Table 3.2 The Result of Validity calculation

Item	"r" calculated	"r" table	Notes
Grammar	0,462	0,388	Valid
Vocabulary	0,447	0,388	Valid
Pronunciation	0,806	0,388	Valid
Fluency	0,728	0,388	Valid

## 2. Test of Reliability

Reliability is defined as the extent to which the results can be considered consistent or stable.<sup>48</sup> It means that if the same test are tested to the some different students in two different time, it will give the stable result or similar result.

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<sup>48</sup> James Dean Brown, *Testing In Language Programs* (United States of America: Prentice Hall Regents, 1996), 185.

To test reliability of instrument, in the study of internal consistency, try out instrument in a way only once, and then the data were analyzed with specific technique. The result of analysis could be used to predict the reliability of the instrument.<sup>49</sup>

The technique to analyze of reliability of this instrument was Cronbach Alpha coefficient.<sup>50</sup> The detailed results of the calculation of reliability of the instrument could be explained as follow :

Step 1 : Group the items into two parts, namely about the odd item and the even item

Step 2 : Find the values for the odd item, even item and the total test score

Step 3 : Substitute those values into Cronbach's Alpha formula

In this research, the researcher conducts reliability test. To counting the reliability the researcher uses program of SPSS 23 for windows. Finally the result of the calculation reliability is as follow

Tabel 3.3 The Result of Reliability

<b>Case Processing Summary</b>		N	%
Cases	Valid	26	100.0
	Excluded <sup>a</sup>	0	.0
	Total	26	100.0

<sup>49</sup> Lailatul Rohmah, *The Effectiveness of Group Discussion Method in Teaching Speaking at The Eighth Grade of SMPN 2 Ponorogo in Academic Year 2014/2015*, (Thesis, STAIN, Ponorogo,2015), 38.

<sup>50</sup> James dean Brown, *Testing In Language Programs : A Comprehensive Guide To English Language Assessment International Edition*, (New York : Mc Graw Hill, 2005), 179.

- a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.736	5

Table 3.4 Test Item Reliability

“r” arithmetic	“r”table	Notes
0.736	0,388	Reliable

Based on the calculation result of reliability was the value of the students’ reliability instrument is 0,736. Then the value of reliability is consulted with “r” table on the significance level of 5%. The value of “r” table is 0,388. Because of the value of “r” index of reliability (0,736) > “r” table (0,388), so the test is reliable

**D. Technique of Data Collection**

**1. Test**

Test is methods of measuring of person’s ability, knowledge, or performance in a given domain.<sup>51</sup> The test in this research are divided into two parts, those are pre-test and post-test. Pre-test used to know the students’ previous level of the speaking skill, while the post-test used to know the

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<sup>51</sup>H. Douglas Brown, *Language Assesment* (New York: Longman, 2004), 3.

students' level of their speaking ability after the researcher give a treatment of STAD (Student Team Achievement Division) in teaching speaking.

## **2. Documentation**

Documentaion is a way of getting information or data through notes, transcript, book, newspapers, magazines, agenda, and so forth. Documentation provides the researcher with information that was used to find names, vision and mission, goals, facilities, infrastructures, and organization of SMP N I Mlarak.

In this research the researcher used a set of test as instrument research to collect the data. The researcher chose that test under the consideration of the level of students in Junior High School SMP N I Mlarak. In order to measure the capability of the students, the researcher used the score of pre-test and post-test as research instrument for both the experimental and control classes.

The scores of pre-test and post-test are the most consideration whether the treatment of the experimental classes gives positive effect not to the first year students in students' speaking skill.

## **E. Technique of Data Analysis**

After collecting the data by giving pre-test and post-test to the students, then the researcher will analyze the data. The result of pre-test and post-test will be analyzed by using T-test. Before using T-test, the data will be analyzed by using normality and homogeneity test.

### **1. Normality Test**

Normality test is used to know whether the data come the distributon or not. There are many ways to conduct normality test, that is Kolmogorov-Smirnov, Lilieforsc, and Chi Square.<sup>52</sup> In this study, the research tends to use SPSS program version 16 with Kolmogorov-Smirnov to analyze the normality.

### **2. Homogeneity Test**

Homogeneity means the similary variance of each groups, so the researcher will faced with groups that have same condition from the beginning.<sup>53</sup> This test is needed to compare some group of data. It is also needed to test the homogeneity of variance in comparing two or more groups. In experimental research, homogeneity is used to know whether experiment and control class that are taken from population have same variant or not.

The formula of homogeneity test as follows :

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<sup>52</sup> Retno Widyaningrum, *Statistika* (Yogyakarta : Pustaka Felicha, 2014), 204.

<sup>53</sup> *Ibid.*,203.

$$F_{max} = \frac{Var\ max}{Var\ min} = \frac{SD_{max}^2}{SD_{min}^2}$$

### 3. T-test

After testing of normality and homogeneity, the researcher continue to analyze the data by using T-test. T-test is to determine whether the mean of two groups are statistically different from one another. In T-test researcher analyze the data by comparing the score between experimental and control class in pre-test and post-test. The result of the calculation will show whether STAD method is effective in teaching speaking or not. In this research, the researcher uses SPSS 16.00 to calculate the T value or using the formula of T-test as follow:

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

- T : The value of T
- $M_1$  : Mean variable of experimental class
- $M_2$  : Mean variable of control class
- $SE_{M_1 - M_2}$  : Difference of standard error between experiment and control class

After calculating the T value, the researcher proposed the alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) which is described below :

$H_0$  : If  $T_{\text{test}} < T_{\text{table}}$  in significant degree 5%

$H_a$  : If  $T_{\text{test}} > T_{\text{table}}$  in significant degree 5%

Meanwhile, the degree of freedom (df) =  $(N_1 + N_2) - 2$



## CHAPTER IV

### RESEARCH RESULT

#### A. Research Location

##### 1. Historical Background of SMPN I Mlarak

SMPN I Mlarak is one of education institutions in Kecamatan Mlarak Ponorogo. It has stood and operated on 1982. This school occupies an area 10.166 m<sup>2</sup> with building large 2.265 m<sup>2</sup>.

SMPN I Mlarak has 20 classrooms.<sup>54</sup> This school used KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eighth and ninth grade students. While the seventh grade students used 2013 curriculum. The head master which lead at SMPN I Mlarak is Mr.Edy Suprianto, M.Pd.

##### 2. Geographical Location

SMPN I Mlarak is located on Jl. Raya Mlarak no.2 Joresan Mlarak Ponorogo. SMPN I Mlarak complex takes place southeast of center of Ponorogo suburb at north of Center Mlarak government office. School location is strategic which it takes place in center of district government

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<sup>54</sup>Look at documentation transcript and Profile SMPN I Mlarak in academic year 2017/2018.

business. Many public services are in there, likes: market, hospital, district hospot area, bank, and fashion outlet.<sup>55</sup>

### 3. Vision and Mission of SMPN I Mlarak

#### a. Vision

"Achievement, Skill and Personality Based on Faith and Taqwa (IMTAQ)"

#### b. Mission

➤ **Improving the Quality of Education and Human Resource Management**

a. Achieve a curriculum device in accordance with the National Education System

b. Implement an active learning process, creative, productive, innovative and fun.

c. Achieve an accurate standard of educational assessment

d. Achieve professionalism of educators and educational staff

e. Superior in academic and non academic achievement

f. superior in personality, faith and devotion.

g. Excellent in prospective school management

➤ **Development of School Facilities and Infrastructure**

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<sup>55</sup> Profile SMPN I Mlarak in academic year 2017/2018.

- a. Meet the needs of representative school facilities and infrastructure
- b. Excellent in the application of information and telecommunications

➤ **Development of School Fund Resources**

- a. Achieve adequate funding for school development
- b. Establish cooperation with related parties in developing funding sources.<sup>56</sup>

**4. The state of teachers and students in SMPN I Mlarak**

Associated with the total of educators and learners in SMPN I Mlarak

Table 4.1 The State of The Teacher

Teacher	Quality	Quantity
1. Education (Pendidik)	S2	2
	S1	38
<b>Total</b>		<b>40</b>
2. Education (Kependidikan)	S1	2
	D3	2
	SMA	4
	SMP	1
	SD	1
<b>Total</b>		<b>10</b>
<b>Total number</b>		<b>50</b>

<sup>56</sup> Observation while PPLK 2 at SMPN I Mlarak on, 16<sup>th</sup> October 2017.

Table 4.2 The Total of Learners In Academic Year 2017/2018

Level of education	L	P	Total
Level 7	91	67	<b>158</b>
Level 8	87	82	<b>169</b>
Level 9	70	75	<b>145</b>
Total	<b>248</b>	<b>224</b>	<b>472</b>

## B. Data Description

In this research, the researcher used quasi-experimental research where the researcher took two groups of students as sample. Then, they are taught by using different treatment to find the effectiveness of a certain treatment. In this research, the researcher took the eighth grade students of SMPN I Mlarak Ponorogo as population. Then the researcher took two classes as sample, one class as control class and one class as experimental class. The total number of students of two classes is 49 students, experimental class consisted of 26 students and control class consisted of 23 students. In experiment class, the students was taught by using STAD method, while in the control class the students was not taught by using special treatment (STAD). In the control class, the researcher was not taught them by using STAD method. In the end of this research, the researcher wants to compare between students who are taught by using STAD and who are not.

## 1. The Schedule of The Research

There are four meetings of this research. They are pre-test, first treatment and second treatment with sustained STAD method, and the last was post-test. And for control class, the learning consisted of four meetings. They are pre-test, first meeting, second meeting, and the last is post-test. The research schedule can be seen in the table below.

Table 4.3 Research Schedule of Experimental Class

Date	Activities
March, 28 <sup>th</sup> 2018	Pre-test
March, 29 <sup>th</sup> 2018	First Treatment
April, 2 <sup>nd</sup> 2018	Second Treatment
April, 4 <sup>th</sup> 2018	Post-test

Table 4.4 Research Schedule of Control Class

Date	Activities
March, 29 <sup>th</sup> 2018	Pre-test
March 31 <sup>st</sup> 2018	First Meeting
April, 4 <sup>th</sup> 2018	Second Meeting
April, 7 <sup>th</sup> 2018	Post-Test

## 2. The Prosedure of The Research in Experimental Class and Control Class

In the experimental class, the researcher taught the students by using STAD method. The learning process was done in a set of the learning

process involved in this study pre-test, first treatment, second treatment, post-test.

While in control class, the researcher not taught the students by using STAD method, but the researcher using lecturing method then using question and answer strategy. The researcher gave explanation about the recount text to the students during the class. If there is something that students did not understand about the material, they can ask some questions to the teacher and the teacher will give the answer. The learning process was done in a set of the learning process involved in this study such as pre-test, first meeting, second meeting, and post test.

Before teaching in the class, the researcher gave pre-test to the both class. This activity aimed to know the condition of both class before the researcher gave any treatment. The form of pre-test was oral test. This test from of recount text themed holiday.

After giving treatment by using STAD method, the researcher held post-test for both experimental class and control class. It was aimed to know students' achievement after giving treatment. The item test same for both class. That is oral test form of recount text themed holiday.

### 3. The Result of Students' Experimental Class And Control Class

#### a. The Result of Students' Pre Test Experimental Class (VIII A)

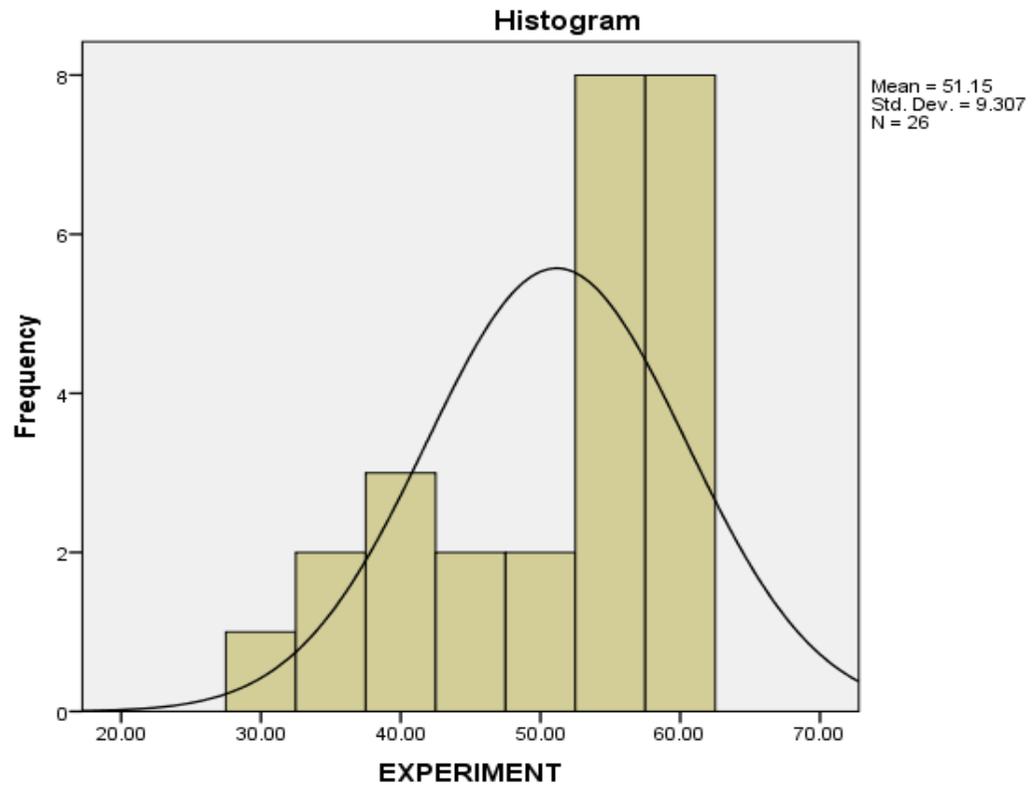
The table below showed the score of the pre test of the students who are taught by using STAD

Table 4.5 The Score of The Pre Test for Students Who are Taught by Using STAD (Student Team Achievement Division) VIII A

No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Prononciation	Fluency	
1.	Alfin Eka Ardiansah	5	10	20	20	55
2.	Alya Noviyanti	5	10	20	20	55
3.	Ayudiar Kinansih	5	15	20	20	60
4.	Bagus Rizqi Nugroho	5	5	20	10	40
5.	Danang Kusuma A	5	10	20	10	45
6.	Desia Maharina	5	15	20	20	60
7.	Dila Ristiani	5	15	20	20	60
8.	Dimas Wahyu D. N.	5	10	20	10	45
9.	Dwi Pralitasari	5	10	10	5	30
10.	Ikhsan Khoirulloh	5	10	20	20	55
11.	Kesya Adriani	5	10	20	20	55
12.	Luthfiyatu Sayyidah	10	10	20	20	60
13.	Mohammad Misbahul	5	10	10	10	35

14.	Nadia Ega Maya K .	10	10	20	20	60
15.	Nadila Fitriana	5	10	20	20	55
16.	Nanda Kristin Dianti	10	10	10	10	40
17.	Nurfika Aszka S.	10	10	20	20	60
18.	Prio Hadi Pamungkas	5	5	10	20	40
19.	Putri Nadia Sari	5	10	20	20	55
20.	Renzy Dwi Mawarni	10	10	20	20	60
21.	Riky Kurniawan	5	10	10	10	35
22.	Riska Damayani	10	10	20	20	60
23.	Risqi Maulana Naafi	5	10	20	20	55
24.	Sukron Ramadhani	5	10	20	20	55
25.	Ulfa Putri Absari	10	10	10	20	50
26.	Verlinda Fahza'a Risty	10	10	20	10	50
Total						1330
Mean						51,154

From the table above, could be seen that the pre test of the students taught using STAD was varieties. There were 8 students got 60, 8 students got 55, 2 students got 50, 2 students got 45, 3 students got 40, 2 students got 35, 1 student got 30. So that, could be concluded the pre test of the students who are taught by using STAD was moderate. The total score pre-test of experiment class is 1330 with the mean is 51,154.



4.5 Histogram for The Pre Test for Students Who are Taught by Using STAD (Student Team Achievement Division) VIII A

**b. The Result of Students' Post Test Experimental Class (VIII A)**

The table below showed the score of the post test of the students who are taught by using STAD

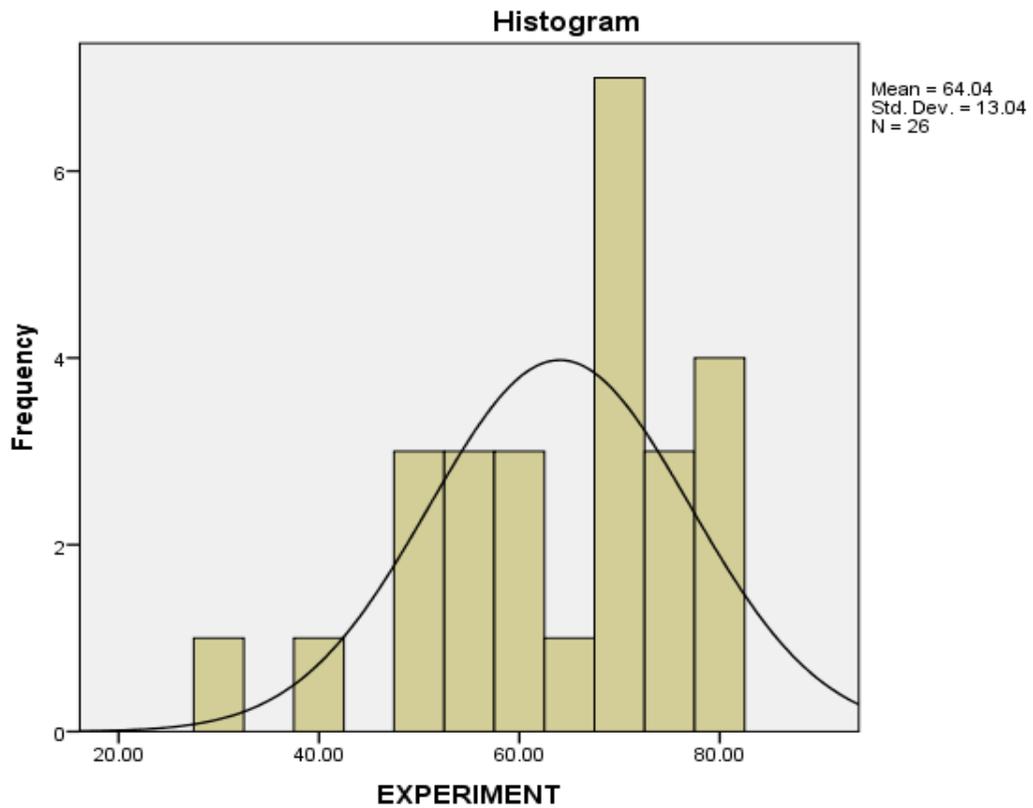
P O N O R O G O

Table 4.6 The Score of The Post Test for Students Who are Taught by Using STAD (Student Team Achievement Division) VIII A

No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Pronunciation	Fluency	
1.	Alfin Eka Ardiansah	15	15	20	20	70
2.	Alya Noviyanti	20	20	20	20	80
3.	Ayudiar Kinansih	15	15	20	20	70
4.	Bagus Rizqi Nugroho	15	15	10	10	50
5.	Danang Kusuma A.	15	10	15	15	55
6.	Desia Maharina	15	20	20	25	80
7.	Dila Ristiani	15	15	10	10	50
8.	Dimas Wahyu Dwi N.	10	10	15	10	50
9.	Dwi Pralitasari	10	20	15	15	60
10.	Ikhsan Khoirulloh	15	15	20	20	75
11.	Kesya Adriani	15	15	15	25	70
12.	Luthfiyatu Sayyidah	20	20	15	20	75
13.	Mohammad Misbahul U.	15	15	10	20	60
14.	Nadia Ega Maya K	15	20	20	20	80
15.	Nadila Fitriana	15	15	25	25	80
16.	Nanda Kristin Dianti	15	15	15	10	55

17.	Nurfika Aszka S.	15	15	20	20	70
18.	Prio Hadi Pamungkas	15	10	15	15	55
19.	Putri Nadia Sari	15	15	20	15	65
20.	Renzy Dwi Mawarni	15	15	20	20	70
21.	Riky Kurniawan	5	5	15	15	40
22.	Riska Damayani	5	5	10	10	30
23.	Risqi Maulana Naafi	15	15	15	15	60
24.	Sukron Ramadhani	15	20	20	15	70
25.	Ulfa Putri Absari	15	15	20	20	70
26.	Verlinda Fahza'a Risty	20	20	20	15	75
Total						1665
Mean						64,038

From the table above, could be seen that the post test of the students taught using STAD was varieties. There were 4 students got 80, 3 students got 75, 7 students got 70, 1 student got 65, 3 students got 60, 3 students got 55, 3 students got 50, 1 student got 40, 1 student got 30. So that, it could be concluded the post test of the students who are taught by using STAD was better than pre test. The total score post-test of experiment class is 1665 with the mean is 64,038.



4.6 Histogram for The Post Test for Students Who are Taught by Using STAD (Student Team Achievement Division) VIII A

**c. The Result of Students' Pre Test Control Class (VIII D)**

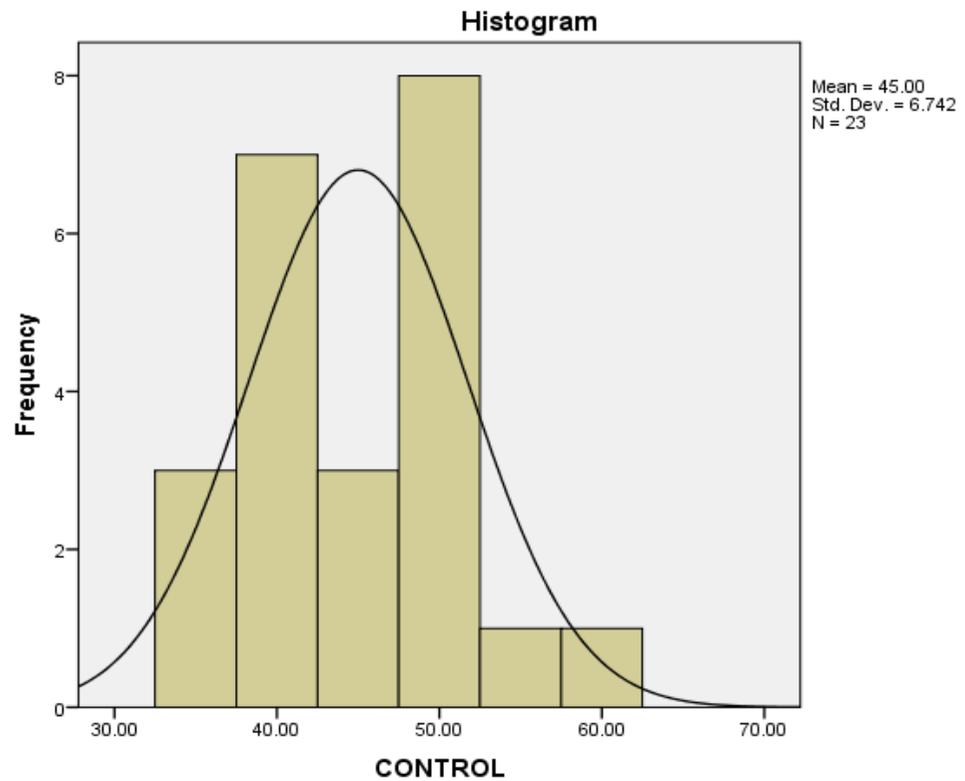
The table below showed the score of the pre test of the students who are not taught by using STAD

Table 4.7 The Score of The Pre Test for Students Who are not Taught by Using STAD (Student Team Achievement Division) VIII D

No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Pronunciation	Fluency	
1.	Alda Risma Elfarina	10	10	15	15	50
2.	Andika Dwi Firmansyah	5	10	10	15	40
3.	Ardian Winansyah	10	15	15	10	50
4.	Athea Calista	10	10	20	10	50
5.	Azis Maulana	5	10	20	15	50
6.	Cyndie Laura Raffael	10	15	20	15	60
7.	Dea Ayu Khaelasari	5	10	20	15	50
8.	Dwi Yofilatul Ikhsan	5	10	10	10	35
9.	Farhan Aqwim Syafiki	5	10	10	15	40
10.	Hasis Komarudi Dwi S	5	10	15	15	45
11.	Iwan Tricahyo	5	15	10	10	40
12.	Jemadi	5	15	25	15	50
13.	Mia Putri Cahyani	5	15	20	15	55
14.	Muhammad Ilham P.	5	10	10	10	35
15.	Nelli Anggraini	10	10	10	10	40
16.	Nindi Ayu Puspitasari	5	10	15	15	45

17.	Riky Dimas Saputra	5	10	10	10	35
18.	Syahrul Oktario F. M	5	10	15	10	40
19.	Tri Bangun Sulaksono	5	10	15	10	40
20.	Weni Mustika Sari	10	10	15	15	50
21.	Wildan MashuriI	5	10	20	5	40
22.	Yurisda Widya R.	5	15	15	15	50
23.	Zida Amalia Zahroh	5	10	15	15	45
Total						1035
Mean						45,00

From the table above, could be seen that the pre test of the students who are not taught using STAD was varieties. There were 3 students got 50, 1 student got 45, 13 students got 40, 3 students got 35, 3 students got 30. So that, could be concluded the pre test of the students who are not taught by using STAD was moderate. The total score pre-test of control class is 1035 with the mean is 45,00.



4.7 Histogram for The Pre Test for Students Who are not Taught by Using STAD (Student Team Achievement Division) VIII D

**d. The Result of Students' Post Test Control Class (VIII D)**

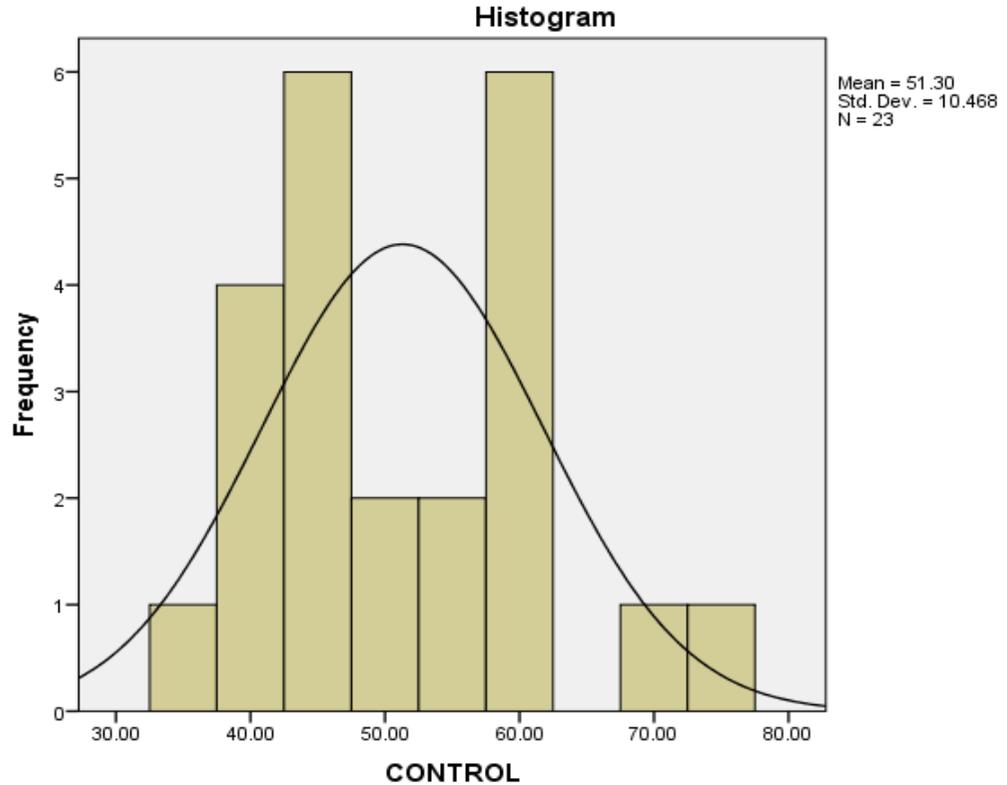
The table below showed the score of the post test of the students who are not taught by using STAD

Table 4.8 The Score of The Post Test for Students Who are not Taught by Using STAD (Student Team Achievement Division) VIII D

No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Pronunciation	Fluency	
1.	Alda Risma Elfarina	10	15	20	15	60
2.	Andika Dwi Firmansyah	5	10	15	10	40
3.	Ardian Winansyah	10	15	15	20	60
4.	Athea Calista	10	15	20	10	45
5.	Azis Maulana	5	10	15	10	40
6.	Cyndie Laura Raffael	15	20	20	20	75
7.	Dea Ayu Khaelasari	10	15	20	15	60
8.	Dwi Yofilatul Ikhsan	5	10	15	10	40
9.	Farhan Aqwim S.	10	10	15	15	50
10.	Hasis Komarudi Dwi S.	5	10	15	15	45
11.	Iwan Tricahyo	5	10	15	10	40
12.	Jemadi	5	5	20	15	55
13.	Mia Putri Cahyani	10	10	20	20	70
14.	Muhammad Ilham P.	5	5	10	10	35

15.	Nelli Anggraini	5	5	15	20	45
16.	Nindi Ayu Puspitasari	10	10	20	20	60
17.	Riky Dimas Saputra	5	10	20	10	45
18.	Syahrul Oktario F. M.	5	15	20	15	55
19.	Tri Bangun Sulaksono	5	10	15	15	45
20.	Weni Mustika Sari	15	15	20	10	60
21.	Wildan MashuriI	5	10	20	10	45
22.	Yurisda Widya R.	15	15	20	10	60
23.	Zida Amalia Zahroh	10	10	20	10	50
Total						1180
Mean						51,304

From the table above, could be seen that the post test of the students who are not taught using STAD was varieties. There were 1 student got 75, 1 student got 70, 6 students got 60, 2 students got 55, 2 students got 50, 6 students got 45, 4 students 40, 1 student got 35. So that, could be concluded the post test of the students who are not taught by using STAD was moderate. The total score post-test of control class is 1180 with the mean is 51,304.



4.8 Histogram for The Post Test for Students Who are not Taught by  
Using STAD (Student Team Achievement Division) VIII D

**e. Data Analysis**

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous.

Therefore, normality and homogeneity test be provided.

**1. Normality**

Normality test is used to know whether the data come the distribution or not. There are many ways to conduct normality test, that is Kolmogorov-

Smirnov, Lilieforsc, and Chi Square.<sup>57</sup> In this study, the research tends to use SPSS program version 16 with Kolmogorov-Smirnov to analyze the normality.

**a. Normality Test of Experimental Class**

Table 4.9 Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test		Nilai_Total
N		26
Normal Parameters <sup>a</sup>	Mean	63.6538
	Std. Deviation	13.30847
Most Extreme Differences	Absolute	.222
	Positive	.110
	Negative	-.222
Kolmogorov-Smirnov Z		1.131
Asymp. Sig. (2-tailed)		.155

a. Test distribution is Normal.

Based on the calculation of SPSS version 16 above, it can be seen that the test used one-sample Kolmogorov Serminov test. The data of experiment group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than  $\alpha$  ( $0,155 > 0,05$ ).

<sup>57</sup> Retno Widyaningrum, *Statistika* (Yogyakarta : Pustaka Felicha, 2014), 204.

## b. Normality Test of Control Class

Table 4.10 Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test		Total_Nilai
N		23
Normal Parameters <sup>a</sup>	Mean	51.3043
	Std. Deviation	10.46828
Most Extreme Differences	Absolute	.205
	Positive	.205
	Negative	-.145
Kolmogorov-Smirnov Z		.982
Asymp. Sig. (2-tailed)		.290

a. Test distribution is Normal.

Based on the calculation of SPSS version 16 above, it can be seen that the test used one-sample Kolmogorov Serminov test. The data of control group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than  $\alpha$  ( $0,290 > 0,05$ ).

## 2. Homogeneity

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher use SPSS program version 16. The result of calculation as below:

Table 4.11 The Result of Homogeneity Calculation

**Test of Homogeneity of Variances**

Hasil Belajar Bahasa Inggris

Levene Statistic	df1	df2	Sig.
3.165	1	47	.082

Based on the table 4.9 above, the researcher concluded that the data is homogeneous distributed, because the value of statistic is higher ( $0.082 > 0,005$ )

### 3. T-test

After conducting normality and homogeneity test, the researcher was testing the hypothesis. The researcher used T-test analyze the data. T-test is a kind statistical used to test truth and falseness on the hypothesis.<sup>58</sup> It was used to compare the students' speaking skill that divide into two groups which are taught by using different method. The researcher compare the mean score of students' speaking skill who are taught by using STAD method ( $H_0$ ) and students' speaking skill who are not taught by using STAD method ( $H_a$ ).

In this research, the researcher calculates the data of the research by using SPSS version 16 program for windows.

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<sup>58</sup> Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felicha, 2014), 151.

Table 4.12 The Result of Mean Score of Experimental Class and Control Class

Group Statistics					
KELAS		N	Mean	Std. Deviation	Std. Error Mean
NILAI	EKSPERIMEN	26	63.6538	13.30847	2.61001
	CONTROL	23	51.3043	10.46828	2.18279

Based on the table above, the result of data analysis showed that the means score students of experiment class (students who are taught by using STAD method) is 63,6538 while the means score of control class (students who are not taught by using STAD method) is 51,3043.

Table 4.13 The Result of T-test Calculation

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
NILAI	Equal variances assumed	1.702	.198	3.577	47	.001	12.34950	3.45292	5.40311	19.29589
	Equal variances not assumed			3.630	46.405	.001	12.34950	3.40245	5.50232	19.19667

Based on the result of T-test above, Mean = 12,34950, it refers to the average difference of students speaking score between experimental and control class. Standard Error = 3,45292. Confidence interval in lower and upper refers to size of confidence is 95% level. T value is the result of T-test = Degree of freedom (df) = 47 (db - 2; 49 - 2 = 47). Score sig.(2-tailed) = 0,001. To interpret the data above, the researcher formulate hypothesis as below :

$H_a$  : there is significant difference in speaking skill of students who are taught by using STAD

$H_0$  : there is significant difference in speaking skill of students who are not taught by using STAD

The research result,  $t = 3,577$ , with  $df = 47$ , on level significance 5%. Pursuant to the table value " $t$ " = 2,02. Then " $t$ " account more than t-table ( $3,577 > 2,02$ ). It can be concluded that the students taught by using STAD get a better score in speaking then the students who are not taught by using STAD.

#### **f. Discussion and Interpretation**

From the computation above, it was shown that the difference coefficient of students taught using STAD (Student Team Achievement Division) and students not being taught using STAD method is 3,577. That result was used to

find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used a basic generate the population.

Hypothesis test ( $t_0$ ) at 3,577 from the computation above would be compared to the “ $t$ ” index ( $t_t$ ) with the condition below:

1. If the  $t_0 \geq t_t$   $H_a$  was accepted. It means that there was a significant difference between two variables.
2. If the  $t_0 < t_t$   $H_a$  was refused. It means that there was no significant difference between two variables.

To determine that value of  $t_0$ , the researcher is checking db and consulted with the  $t_t$  score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 26 + 23 - 2 \\ &= 47 \end{aligned}$$

At the significant standard 5%, the value of  $t_t$  is 2,04. Then, the value of  $t_0$  is compared to the value of  $t_t$ . The value of  $t_t$  is 3,577. So,  $t_0 > t_t$  it means that  $H_a$  is accepted and  $H_0$  is rejected.

From the calculation above, it can be seen that the students' who are taught by using STAD method got better score than those who are not. So, it can be concluded that there is significant difference to the student's speaking skill between students' who are taught by using STAD method and those who are not

at the eighth grade students of SMP N I Mlarak Ponorogo in academic year  
2017/2018.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data analysis, the researcher could conclude that there was a significant in speaking score between the students who are taught by using STAD method and who are not taught by using STAD method at the eighth grade of SMPN I Mlarak in academic year 2017/2018. The result from this research is the students who are taught by using STAD get better score of the students' post-test from experimental group (64,038) is higher than control group (51,304). It has been found that the comparison between students' speaking skill who are taught by using STAD (Student Team Achievement Division) is (3,577) and who are not is (3,630). This score is higher than  $t_{table}$  which is 2,02 at the level of significant 5% with  $db = 47$ . It means it  $H_a$  is accepted. In the order word, the use of STAD method has significant difference in improving students' speaking skill.

#### B. Recommendation

Based on conclusion above, it can be delivered some recommendations that might be useful for English teacher, students and other researchers as follows:

1. For the teacher

For the teacher, they should be creative to choose the best strategy to apply in learning process in order to make students interest in attending the lesson. The teacher should present the material in enjoyable, comfortable, relaxed, and understandable situation.

In learning process, the teacher should give motivation to their students in order to make them are eager to study. This motivation is needed to increase students' confidence so they have bigger spirit to learn.

2. For students

The researcher hope that the students sould have a great motivation to learn, especially English lesson. So they have a consideration that they have to improve their language skill.

3. For readers

For the other readers, the researcher hopes that the resultof this study can be useful as a reference for a future research concerning with English speaking.



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