

**The Effectiveness of STAD (Student Team-Achievement Division)  
toward English Speaking Skills in Senior High School level**

Thesis



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**The Effectiveness of STAD (Student Team-Achievement Division)  
toward English Speaking Skills in Senior High School level**

Submitted as a Partial Fulfillment of the Requirement for the Degree  
of Education (S.Pd.) in the English Education Department



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**2026**

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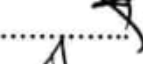


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*Assalamualaikum Wr. Wb*

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## DEDICATION

First and foremost, I feel deeply grateful to Allah SWT, the Owner of Knowledge, who has given me the strength, patience, and guidance to bring this long process through to a successful finish. May peace and blessings from Allah be upon the Prophet Muhammad SAW, whose light of knowledge has always been an inspiration and guide in every step of my search for identity and truth.

I dedicate this thesis as an expression of devotion and love to my beloved family, my parent: Mr. Ah. Rifa'i and Mrs. Anisatul Hamidah, also to my siblings: Laily Sa'idatul Faizah, M. Sibghotulloh As-Salafi, and M. As'adud Daroini. Thank you for every prayer offered in the quiet of the night, for the love that never wavers, for the patience that has always strengthened this little girl in the face of despair, and for the moral and financial support that has fueled me to keep moving forward. I also dedicate this to my friends who have always been there, offering support and being good listeners during difficult times, as well as to my Advisor, Mrs. Septia Dwi Jayanti, M.Pd., for her guidance, direction, and extraordinary patience in helping me complete this thesis. Finally, I dedicate this work to myself, thank you for choosing to always love and never give up, and for always having the courage to face much fear and continue to fight until the very end. Ittaqitafuzi, You Did It!.

## **MOTTO**

*“You are allowed to cry because how hard it is, but remember that Allah did not  
bring you all the way here just to fail♥.”*

## DEDICATION OF AUTHORSIP

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Declare that:

1. This undergraduate thesis has never been submitted to any other tertiary education institution for any academic degree.
2. This undergraduate thesis is the sole work of the author and has not been written collaboration with another person, not does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this product of plagiarism, I am willing to accept any legal consequence that may be imposed on me.

Malang, May 8, 2026

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Finally, the researcher hopes that this thesis can be useful for readers. May Allah SWT, always provide grace and guidance for anyone who assists researcher in completing this thesis journey.

Malang, 05 May, 2026

The researcher,

Ittaqitafuzi

## LATIN ARABIC AND TRANSLATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

### A. Words

<b>a</b>	= ا	<b>z</b>	= ز	<b>q</b>	= ق
<b>b</b>	= ب	<b>s</b>	= س	<b>k</b>	= ك
<b>t</b>	= ت	<b>sy</b>	= ش	<b>l</b>	= ل
<b>ts</b>	= ث	<b>sh</b>	= ص	<b>m</b>	= م
<b>j</b>	= ج	<b>dl</b>	= ض	<b>n</b>	= ن
<b>h</b>	= ح	<b>th</b>	= ط	<b>w</b>	= و
<b>kh</b>	= خ	<b>zh</b>	= ظ	<b>h</b>	= ه
<b>d</b>	= د	ء	= ع	ء	= ء
<b>dz</b>	= ذ	<b>gh</b>	= غ	<b>y</b>	= ي
<b>r</b>	= ر	<b>f</b>	= ف		

### B. Long Vocal

<b>Long Vocal (a)</b>	= a <sup>ˆ</sup>
<b>Long Vocal (i)</b>	= i <sup>ˆ</sup>
<b>Long Vocal (u)</b>	= u <sup>ˆ</sup>

### C. Diphthong Vocal

اَو	= aw
اَي	= ay
اُو	= u <sup>ˆ</sup>
اِي	= i <sup>ˆ</sup>

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## ABSTRACT

Ittaqitafuzi. 2026. The Effectiveness of STAD toward English Speaking Skills in Senior High School Level. Thesis, English Educational Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Septia Dwi Djayanti, M.Pd.

**Key word:** STAD, Speaking Skills, English Learning, Senior High School

Many students face difficulties toward speaking English in MAN KK. The average English speaking score of students is categorized low, because the method used is teaching-centered. Therefore, this study aims to determine the effectiveness of STAD toward English Speaking Skills in senior high school level. This study utilized quantitative method with a quasi-experimental design. Pre-test and post-test were applied in this study, with the sample consisting of 34 students in both the experimental class and the control class. Data analysis began with a Normality Test. Since the data were assumed to be not normally distributed, the analysis continued with a non-parametric test, especially the Mann-Whitney U Test. The results showed that there was no significant difference between the experimental class and the control class. This indicated that the STAD learning method was no more effective in improving students' speaking skills than the learning method used in the control class. Psychological, linguistic, and learning environment factors influenced students' speaking skills. In addition, the duration of the study, the sample size, and the variety of instruments used represent limitations of this study. Therefore, future researches are suggested to examine the effectiveness learning methods on speaking skills by considering psychological, linguistic, and environmental factors, while also use a longer treatment durations, larger samples, and more comprehensive instrument to obtain more accurate and optimal results.

## ABSTRAK

Ittaqitafuzi. 2026. Efektivitas STAD terhadap Kemampuan Berbicara Bahasa Inggris di Jenjang SMA. Skripsi, Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Septia Dwi Djayanti, M.Pd.

**Kata kunci:** STAD, Keterampilan Berbicara, Pembelajaran Bahasa Inggris, Sekolah Menengah Atas

Banyak siswa menghadapi kesulitan berbicara bahasa Inggris di MAN KK. Skor rata-rata siswa berbahasa Inggris dikategorikan rendah, karena metode yang digunakan berpusat pada pengajaran. Oleh karena itu, penelitian ini bertujuan untuk mengetahui efektivitas STAD terhadap Kemampuan Berbicara Bahasa Inggris di jenjang SMA. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimental. Pra-tes dan pasca-tes diterapkan dalam penelitian ini, dengan sampel terdiri dari 34 siswa baik di kelas eksperimen maupun kelas kontrol. Analisis data dimulai dengan Uji Normalitas. Karena data diasumsikan tidak didistribusikan secara normal, analisis dilanjutkan dengan uji non-parametrik, terutama Uji U Mann-Whitney. Hasil penelitian menunjukkan bahwa tidak ada perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Hal ini menunjukkan bahwa metode pembelajaran STAD tidak lebih efektif dalam meningkatkan kemampuan berbicara siswa dibandingkan metode pembelajaran yang digunakan di kelas kontrol. Faktor psikologis, linguistik, dan lingkungan belajar mempengaruhi keterampilan berbicara siswa. Selain itu, durasi penelitian, ukuran sampel, dan variasi instrumen yang digunakan mewakili keterbatasan penelitian ini. Oleh karena itu, penelitian di masa depan disarankan untuk mengkaji efektivitas metode pembelajaran keterampilan berbicara dengan mempertimbangkan faktor psikologis, linguistik, dan lingkungan, sekaligus menggunakan durasi pengobatan yang lebih lama, sampel yang lebih besar, dan instrumen komprehensif lumpur untuk mendapatkan hasil yang lebih akurat dan optimal.

## المخلص

إنتقنقوزي. 2026. فعالية STAD نحو مهارات التحدث باللغة الإنجليزية في المرحلة الثانوية العليا. أطروحة، قسم التعليم الإنجليزي. كلية التربية وتدريب المعلمين. جامعة الدولة الإسلامية التابعة للمولانا مالك إبراهيم ملانغ.  
المستشارة: سينتيا دوي دجانتني، دكتوراه في الشرطة.

**الكلمة المفتاحية:** STAD، مهارات التحدث، تعلم اللغة الإنجليزية، المرحلة الثانوية  
يواجه العديد من الطلاب صعوبات في التحدث بالإنجليزية في MAN KK. يصنف متوسط درجة الطلاب في الإنجليزية منخفضاً، لأن الطريقة المستخدمة تركز على التدريس. لذلك، تهدف هذه الدراسة إلى تحديد فعالية STAD تجاه مهارات التحدث باللغة الإنجليزية في المرحلة الثانوية العليا. استخدمت هذه الدراسة الطريقة الكمية مع تصميم شبه تجريبي. تم تطبيق الاختبار قبل وبعد الاختبار في هذه الدراسة، حيث تكونت العينة من 34 طالباً في كل من الصف التجريبي وصف التحكم. بدأ تحليل البيانات باختبار الطبيعي. وبما أن البيانات افترضت أنها ليست موزعة بشكل طبيعي، استمر التحليل باختبار غير بارامتري، خاصة اختبار مان-ويتني U. أظهرت النتائج أنه لا يوجد فرق ذي دلالة إحصائية بين الفئة التجريبية وفئة الضابطة. وهذا أشار إلى أن طريقة التعلم STAD لم تكن أكثر فعالية في تحسين مهارات التحدث لدى الطلاب مقارنة بطريقة التعلم المستخدمة في صف التحكم. أثرت العوامل النفسية واللغوية وبيئة التعلم على مهارات الطلاب في الحديث. بالإضافة إلى ذلك، تمثل مدة الدراسة، وحجم العينة، وتنوع الأدوات المستخدمة حدود هذه الدراسة. لذلك، يقترح الأبحاث المستقبلية دراسة فعالية طرق التعلم على مهارات التحدث من خلال الأخذ في الاعتبار العوامل النفسية واللغوية والبيئية، مع استخدام فترات علاج أطول، وعينات أكبر، وأداة شاملة للحصول على نتائج أكثر دقة ومثالية.

# CHAPTER I

## INTRODUCTION

This chapter discusses about background of study, research question, objective of the study, limitation of study, significant of study, and definition of key terms.

### **1.1 Background of Study**

English is becoming an indispensable tool in global communication. As a result, the importance of English education as a foreign language is becoming a priority in educational institutions globally (Vonkova et al., 2021). A foreign language is one that is not commonly or formally used as a means of daily communication within the country where it is taught (Oktora, 2017). According to Agustin (2011), language and education are intrinsically linked, both serve as vital components that mutually support the development and enhancement of various aspects of societal life. The implementation of English language teaching is very important for individuals to remain competitive in the global arena. Therefore, careful selection of teaching approaches is necessary to ensure effective English language education.

Yip (2019) states learning strategies is a general term that refers to the cognitive processes used by learners in the learning process. Earlier than that, Mega et al. (2019) described learning strategies are defined as specific thoughts or behaviors that individuals use to help them understand, learn, or retain new information. The strategies must be selected based on learner preferences to make the learning process more enjoyable but still understandable. Various strategies are

applied to learners to boost English skills and help achieve learning achievements, and can also influence self-reliance.

In English, there are four main skills that must be mastered, which are spelling, reading, writing, and listening. According to Syahfutra (2021), Mastering speaking skills is a priority for learners of second languages and foreign languages. Speaking is always considered as one of the most important skills in terms of language. With proficiency in English, learners can look up and easily obtain the information needed. However, speaking English is not easy for learners because it requires mastery of several important elements of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension (Kurniawan et al., 2017)

According to Savira et al. (2024), many students are still struggling to speak English fluently. It causes the students feel afraid of making mistakes when speaking in front of the class. This is also still common at the high school level and remains a challenge in the English language learning proses. Katiandagho & Listyani (2020) state that many students struggle with pronunciation, grammar usage, and limited vocabulary, which causes them to remain passive during the learning process. This situation makes students less active in speaking activities and results in their speaking skills not developing.

Students' weakness in speaking skills is also influenced by a learning process that remains teacher-centered. During lessons, teachers more often explain the material than provide opportunities for students to actively practice speaking (Wahid, 2021). According to Kriesna (2023), the teacher-centered limits students interaction in the classroom. In reality, speaking skills can only improve if students have the opportunity to practice continuously through active interaction during the

learning process. Therefore, teachers need to use learning methods that can create an active, communicative learning environment and involve students directly in teaching and learning activities. The selection of suitable learning methods is crucial to help students improve their speaking skill.

The strategy of learning English especially on speaking skills are so many, one of them is Student Team-Achievement Division (STAD). According to Arsil et al. (2025), STAD is a learning method that uses a learning method with peer tutoring strategy that divides students into small group discussions to encourage collaboration through structured discussions. This learning method encourages learner cooperation through learning in diverse groups to encourage and help each other to master the skills being learned (Jelimun, 2025). This is in accordance with Surah Al-Maidah : 2

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

“And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah, indeed Allah is severe in penalty.” (Q.S. Al-Maidah : 2).

The relevance of this verse to STAD is that it has a strong foundation that cooperation in goodness and education is part of Islamic values. STAD encourages students to help each other understand the material in order to achieve the learning objectives.

According to Kurniawan et al. (2017), STAD is rationally suitable for application in teaching speaking skills. The STAD technique provides students with the opportunity to ask each other for help when they encounter difficulties in

understanding the material that has been given. Students are given more opportunities to produce output that can be understood using more simple language. Through STAD, teachers can help reduce students' dependence on their teachers by encouraging students to form peer support groups. This mechanism reduces the dominance of the lecture method by shifting the role of the teacher from a conveyor of knowledge to a facilitator, while students actively build understanding through arguments, questions, and feedback between group members (Arsil et al., 2025).

There are some researches on the use of STAD for speaking skills. First is from Shofia & Sujito (2024) to find out the results of the application of the CLT based STAD-Type method in improving speaking ability of phase F students. The result showed that the application of the CLT based STAD-Type method can increase to improve students' speaking skills in speaking lessons. Another researcher done by Savira et al. (2024), was implemented to find out the what factors causing Foreign Language Speaking Anxiety in EFL classrooms and describe how Cooperative Learning STAD reduce EFL' students speaking anxiety. It results that student experienced anxiety due to various factors including interpersonal, personal anxiety, beliefs about learning a foreign language, fear of mistakes, and language exams. Next research conducted by Alzubi et al. (2024), the researchers did to investigate about the influence of collaborative learning on students' learning experiences. The result revealed that the intervention program highly helped students improve their English learning skills and enrich their social interaction. Another research done by Sembiring & Dewi (2022) to find out how collaborative learning method in a speaking class from students' views of EFL

students. The result showed that the collaborative learning better than individual for their speaking learning activities.

Considering above previous studies, researcher found that collaborative learning is one of the learning methods that effective in carrying out in speaking. But the researcher did not find that STAD is truly the effective collaborative learning to be carried out in speaking skills yet. In previous research, the learning method was still focused on collaborative learning approaches such as the CLT based STAD-type, reducing speaking anxiety, social interaction related to the speaking learning experience, and students' perception about the various of collaborative learning. From some of these focuses, no one has focused specifically about STAD toward in speaking skills. Thus, there is a gap related to how STAD's learning method with peer tutoring learning method with peer tutoring strategy is effective for English speaking skills. Furthermore, researcher is interested in conducting research using the STAD learning learning method with peer tutoring learning method with peer tutoring strategy toward English speaking skills at MAN KK.

MAN KK is one of the best 10 high school in Kediri, this School is ranked 5th nationally in Kediri City/Regency (Bachtiar, 2025). In primary research, there are many students have concerns on speaking. And based on preliminary study that conducted researcher during teaching assistance, researcher found that score of student's speaking is categories low. The average English speaking score of students is categorized as low for senior high school level. This is also due to the learning methods and strategies that are used is teaching-centered. Therefore,

students become less active in class and less accustomed to using English in everyday communication, environmental factors such as social environment also influenced the students' speaking. Therefore, the researcher is interested in conducting to do research in that school, especially in tenth-grade and want to know how effective STAD towards Speaking English skills in senior high school.

## **1.2 Research Questions**

- 1) Is the STAD effective toward English Speaking Skills in Senior High School level?

## **1.3 Objectives of the Study**

Based on the background of the study and research question, the objectives of this research is:

- 1) To investigate the effectiveness of the Student Team-Achievement Division (STAD) learning method with peer tutoring strategy toward English speaking skills in Senior High School.

## **1.4 Limitation of Study**

The scope of this study is to identify the effectiveness of the STAD learning method with peer tutoring strategy on English speaking skills at MAN KK. This study describes students' achievements towards English speaking skills through the STAD learning method with peer tutoring strategy. The subjects of this study are two classes in tenth-grade of MAN KK, these are X-C class as an experimental class and X-E class as a control class. There are consist of 34 students for every

classes. This study to concentrate on the effectiveness of STAD toward English speaking skills in senior high school level.

### **1.5 Significant of Study**

The significance of the study can be obtained if the research results are found in accordance with the research objectives. The findings of this study can be used as a basis for further research on the use of STAD toward speaking English skills in English language courses. This study is expected to provide both theoretical and practical contributions

Theoretically: the study is anticipated to contribute to the development of English language instruction, especially in relation to the effectiveness of the STAD toward speaking skills.

Practically: for students, this study is expected to help students improve their English speaking skills, self-confidence, and participation during the learning process. For English Teachers, this study provides insight into what effective learning strategies such as STAD can be implemented to create a more supportive and inclusive speaking environment, which can improve speaking skills. However, for Researcher, this paper is expected to serve as a reference for future researchers wishing to conduct research related to cooperative learning, the STAD method, or English speaking skills.

### **1.6 Definition of Key Terms**

Here is the explanation of key terms in this research that consist of speaking anxiety, STAD, and Senior High School.

### **1.6.1 STAD**

One of the learning models used by researcher is Student Team Achievement Division (STAD). STAD is a cooperative learning model for students to encourage interest in speaking learning method. STAD provides opportunities for students with peer tutoring strategy to solve problems together with their groupmates but are still given individual responsibilities, so that all students play an active role in the group discussion.

### **1.6.2 Speaking Skills**

From Damayanti & Listyani (2020) argued that one of English language skills that have mastered by students is speaking, besides listening, writing, and reading. Speaking can be a challenging for many students because it needs interactions. The other skills can be enhanced independently, however for speaking students cannot do that by their self, they are must be find someone who can speak at the same language to achieve their speaking skills.

### **1.6.3 Senior High School**

High school is a level of secondary education in Indonesia's formal education system after graduating from junior high school. High school is completed in 3 years, from 10th grade to 12th grade. In this study, researcher selected MAN KK as a research setting based on case study inside. MAN (Madrasah Aliyah Negeri) and senior high school are the same, it just has a different educational unit. MAN KK located in jl. Sunan Ampel, Ngronggo, Kediri, East Java. This school is known as a school that is excellent, vocational, and religious.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about the theories, previous study, and research hypothesis. The theories are about the definition of speaking skills and STAD. In STAD sections will be explain more about the advantages and disadvantages of STAD, also the step of using STAD.

#### **2.1 Speaking Skills**

In learning English, there are four main skills that must be mastered, such as listening, reading, writing, and speaking. Among this four skills, speaking is considered the most complex and challenging to master (Saputra & Kuning, 2025). Speaking is the most important of the four skills in English, it is consist of making systematic verbal utterances to convey meaning, which is one of the simplest and most common forms of human communication (Kurniawati & Lintangari, 2024). According to Damayanti & Listyani (2020), Speaking can be a challenging for many students because it needs interactions. The other skills can be enhanced independently, however for speaking students cannot do that by their self, they are must be find someone who can speak at the same language to achieve their speaking skills.

In Indonesia, English is categorized as English Foreign Language (EFL), it means that English is commonly used in daily communication (Sari, 2021). Therefore, English classes in schools are a place for students to learn and practice English skills, especially speaking skills (Mahrudin, 2025). At the senior high school level, especially in 10th grade under the *Merdeka* curriculum (phase E), English language learning focuses on communication abilities, active participation,

and practical learning activities (Kemendikbud, 2021). Students are expected to be able to convey ideas, opinions, and feelings through various speaking activities such as discussions, presentations, and group work (Pratiwi, 2025).

In addition, English learning in the *Merdeka* curriculum also emphasizes a student-centered learning approach, where students become more active during the learning process (Kamal, 2024). Teachers are encouraged to use communicative and interactive learning strategies to help improve students' speaking skills (Mahrudin, 2025). In learning to speak, students are not only required to understand the material, but also develop mastery of vocabulary, grammar, pronunciation, fluency, and comprehension when speaking using English (Alfiani et al., 2025). Thus, the tenth grade students is directed to use English more actively and communicatively in various learning situations.

According to Brown (2006), that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Brown explained that speaking happens in real time, it means the speaker must produce language spontaneously. From Savira et al. (2024) argued speaking is the process of expressing thoughts into words involving with someone's apprehension, opinions, and emotions in order for others to express the significance or purpose of the language. Speaking is the productive skill in verbal phraseology. It is quite similar to a speaker delivering presentations in the verbal mode by retrieving words and phrases from memory. It is more complex than it initially appears and requires more than just uttering a term (Sharma & Puri, 2020).

According to Brown (2006), that speaking have several basic types such as imitative, intensive, responsive, interactive, and extensive. Imitative type is limited

of speaking ability to simply imitating (copying) words, phrases, or sentences. It is only concerned with the traditionally referred to as “pronunciation”, with no conclusions drawn about the ability to understand or convey meaning or participate in interactive conversation. The role of speaking type here allows the speaker to retain the short piece of language that must be imitated in a long term. Next is intensive, intensive is production of short sentences designed to demonstrate competence in a limited scope of grammatical, phrase, lexical, or phonology. This can be applied when completing sentences, minimal pairs, etc.

In addition, the other several basic types of speaking are responsive. Responsive is the short replies to questions or prompt that does not require a long explanation. Next is interactive, interactive is two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, comprehension checks, and longer conversations which have the purpose of maintaining social relationships. The last is extensive, extensive (monologue) is oral production that require the speaker to speak for a longer period. However, the opportunities for interaction to the listener is very limited. This type mostly finds in the storytelling, speech, or presentations.

Speaking is a sign of self-expression and social communication that is essential in everyday life, as social humans are inseparable from interaction with others (Saputra & Kuning, 2025). There are too many speaking contexts in everyday life that can practiced by students, one of them is conversation. Conversation is one of the most fundamental ways to interact with others. Almost all people in the world conduct conversations with others their daily lives. Through

conversation, people share information, build relationship, solve problems, and achieve various daily goals (Horton, 2017; Nurlaela & Mangendre, 2023).

To build the conversation, it must be to focus on the main purpose that why the conversation is happened. As mentioned before, that conversation happened with the aim of presenting a clearly and understandably inside, so that the message can be delivered well. Therefore, it is necessary to consider several indicators in the speaking process. Brown (2006), mentioned the indicators of speaking are generally recognized in analysis of speech process: a) pronunciation, b) vocabulary, c) fluency, d) grammar, and e) comprehension.

Pronunciation refers to the ways how the word is spoken. According to Prashant (2018), pronunciation is the production of sounds that used to convey meaning. It includes attention to the specific sounds of a language such as intonation, syllables, sentence clustering, stress, timing, rhythm, the way sound is projected (voice quality), as well as attention to body movement and expression that are closely related the way to speak in a language. With pronunciation skills, students will be able to pronounce words correctly when speaking English and will gain the confidence to speak.

Another indicator of speaking is vocabulary. Vocabulary is the context and functions words of language (Bahrani & Puspita Nirwana, 2019). According to Riskina et al. (2023), vocabulary makes it easier for students to speak and interact with others in various situations. Conversations become livelier as they exchange ideas and respond to each other. With a more vocabulary, students become more confident in expressing their ideas fluently, so the listener quickly understand what is delivered.

The next is fluency, fluency is the ability to connect unit of speech together with facility and without excessive difficulty or delay, hesitation, or purpose (Derakhshan et al., 2016). According to Jain (2024), fluency in speaking English is like the golden ticket. Most people would agree that fluency in English is the ability to speak the language with appropriate rhythm and intonation, while maintaining good pronunciation, grammar, and vocabulary. This means that people should be able to speak reasonably quickly without having to pause a lot, at the same time as not making too many faults (Prior, 2023).

Another indicator is grammar. Grammar is an important part of learning English. grammar have a big important contribution to the speaking skill and as the one of the aspects affecting speaking performance. People will speak effectively if they have good grammar. With the good grammar, people can communicate with others properly. Grammar as one of the components of accuracy besides vocabulary and pronunciation in speaking skill, it should not be abandoned because without grammar the speech produced will be inaccurate (Ginzburg & Poesio, 2016; Zam Zam et al., 2021)

The last one is comprehension. According to Bahrani & Puspita Nirwana (2019), comprehension is quite complete at a normal rate of speech. This is the ability to comprehend something, in this case about speaking. In other words, students must understand what will be spoken in the conversation. From five indicators that have mentioned, it would to identify the level of understanding in speaking skills and to can help to evaluate level of competence in speaking skills. If that indicator of speaking process can be achieved well overall, it means the speaking skills are categorized as mastery.

## **2.2 Students Teams Achievement Division (STAD)**

Cooperative learning can help students learn more and retain an understanding of the material longer, improve critical thinking skills, understand and appreciate each other better, also build teamwork skills (Pungkasana & Yulianti, 2025). Cooperative learning models include Student Teams Achievement Division (STAD), Jigsaw, NHT (Numbered Heads Together), TGT (Team Game Tournament), and CIRC (Cooperative Integrated Reading and Composition). Cooperative learning models have a variety of models that can be applied to improve student speaking activity, one of which is the type of Students Teams Achievement Division (STAD). The STAD is one of the cooperative learning models developed by Robert E. Slavin.

According to Slavin (2014), the STAD learning model is one of cooperative learning that is applied to deal with heterogeneous student skills STAD is a cooperative learning model for students to encourage interest in speaking learning, because students will not feel discriminated against in learning since all students will be responsible for the group score, as well as the roles of other students in the group who become peer teachers. STAD provides opportunities for students to learn in group discussions to solve learning problems among students. Students are trained to solve problems together with their groupmates but are still given individual responsibilities, so that all students play an active role in the group discussion (Rifai, 2019; Sutopo et al., 2020).

In STAD, the student can learn to work together and can see each other's speaking abilities. The concepts of STAD, the student is working with their groupmates as a peer that will correct them as they made mistakes, working with

peers encouraged the student to practice without being worried about speaking (Kurniawati & Lintang Sari, 2024). According to Ariesa et al. (2021), during discussion in the group, the students have many opportunities to practice their speaking abilities for instance, in delivering material, answering questions, and exchanging opinions with groupmates, the students could exchange ideas and help each other to achieve their learning goals.

The implementation of the STAD learning method makes the learning process more effective and interesting because students actively interact and collaborate with their peers (Slavin, 2014). In this learning method, the teacher first explains the material before students work together in groups to discuss and understand the lesson. After the discussion session, students complete a quiz or individual assignment, and their results contribute to the group's score. This process encourages every student to participate actively. Both individual student performance and group achievements are considered important in the learning process (Slavin, 1995).

The STAD system is thoughtfully designed to recognize and appreciate both individual progress and collective team performance (Hong et al., 2024; Ranmechai & Poonputta 2023). This dual focus aims to encourage personal academic development while fostering a sense of shared responsibility and collaboration among team members. STAD facilitates a dynamic and interactive learning. The focus of STAD on promoting active student involvement, peer support, deeper understanding, and build a cooperative learning atmosphere that significant learning encounters within the classroom. According to Hermawan et al. (2020), STAD is collaborative learning method with peer tutoring strategy in

which small groups of students with different skill levels cooperate to achieve specific learning goals. The STAD method has five main components, those are class presentations, group study, quizzes, individual improvement scores, and group recognition. In this research, the researcher used a group study method, each group consists of five students with different performance levels and genders.

From Slavin (2014) state that STAD can create a more student-centered learning environment, where students are directly involved in classroom interactions. Students are given the opportunity to express their opinions, share ideas, and practice their speaking skills during group discussions. This is essential in a learning process that aims to develop speaking abilities. Students become more confident and can actively participate in learning activities. Therefore, STAD is considered suitable for supporting the development of students' speaking skills because the learning activities focus on communication, interaction, and collaboration among students.

Based on the earlier observations carried out by the researcher while conducting a teaching assistance program at MAN KK, exactly in tenth-grade, the researcher assessed that the English learning activities were still not fully in accordance with the existing learning outcomes. According to Murthada & Sulubara (2023), STAD is a learning method with peer tutoring strategy that can make students active in class, student activity greatly affects the learning process, which is fun and understanding, if the activeness in students is high, it will affect the learning results will be good, but on the other hand, if the activeness in students is low, the learning results will be low.

### **2.2.1 Advantages and Disadvantages of STAD**

Based on its status which is a derivative of cooperative learning, the STAD learning model has advantages and disadvantages (Murthada & Sulubara, 2023; Kurniasih & Sani 2015). The STAD cooperative learning model has several advantages and disadvantages in its application. This model can increase students' confidence and strengthen their individual skill. In addition, STAD encourages social interaction within the group, allowing students to learn naturally through communication with their peers, furthermore, STAD helps students develop a sense of responsibility for the progress of their group, while encouraging to respect and trust each other. The use of peer guidance within groups also supports the overall success of the learning process.

However, STAD also presents several challenges. Arranging the classroom for group activities often takes a long time, especially if the available facilities are not designed to support cooperative learning. Large class sizes can also limit the teacher's ability to effectively monitor group and individual work. In addition, teachers are required to work efficiently in completing various tasks, such as checking student assignment, calculating improvement scores, and determining group averages. These tasks must be completed at the ends of each meeting and often require significant preparation time.

### **2.2.2 Step using STAD**

STAD is one of learning method with peer tutoring strategy that can practiced to speaking skills. For this study, researcher showed the step by step doing STAD. First, the researcher conducted observations first to identify and explore the research object in order to determine the next steps. Second, the researcher carried out the study in two classes in tenth-grade, dividing the classes into an experimental class and control class. Third, the researcher divided the students into several groups, where one group consist of six students. Fourth, the determination of student groups is based on the results of a pre-test conducted by the researcher. Fifth, the researcher began implementing the STAD learning method with peer tutoring strategy in the experimental class, while teaching technique used in the control class.

Sixth, the researcher taught the same material in both classes. Seventh, the experimental class, the researcher delivers the material but not in deep learning method, then the function of the group will be carried out. Eighth, students who are members of a group explain and share their knowledge with each other in order to practice their speaking skills. the students used to speak in English and any English tools are placed in front of the class. Nineth, if students face difficulties and have limited vocabulary, they can ask to the researcher, which is also a way to develop student's confidence in speaking English. Tenth, students took a post-test to measure whether their speaking skills have improved or still suffer.

Eleventh, this post-test conducted in both classes to determine whether speaking skills can be eliminated after treatment or not.

## **2.4 Previous Studies**

There are so many researches about STAD that focusing on speaking, because it is the one of the strategy learning that usually used to teach speaking on students. The first research is from (Shofia & Sujito, 2024), with the title “the effectiveness of CLT-Based STAD to improve speaking skill of phase F student at Islamic senior high school 2 Surakarta”. This research focus to find out the results of the application of the CLT based STAD-Type method in improving speaking ability of phase F students. Methodology of this study is experimental research for data collection is done through tests, observations, field notes and documentation. The results showed an increase ability and learning outcomes of speaking, in the initial condition the ability to speak English only 27.78% increase in cycle I to 69.4% and increased again in cycle II which was 83.3%. Similarly, the learning achievement in the initial condition of students was completed by 36.1% or 13 students from 36 students and increased in the cycle I to 63.8% or 23 students from 36 students and again increased in the cycle II to 80.56% or 29 students from 36 students. This research concluded that the application of the CLT Based STAD-Type method can increase to improve students' speaking skills in speaking lessons which are characterized by student activeness when learning speaking material, student awareness to memorize vocabulary to be able to express ideas to speak, students can be actively involved in speaking and answering questions in discussion and argument.

The second research is Savira et al. (2024) with the title “a study of cooperative learning STAD in reducing EFL students’ speaking anxiety”. This research aimed to investigate what factors causing Foreign Language Speaking Anxiety in EFL classrooms and describe how Cooperative Learning STAD reduce EFL’ students speaking anxiety. This research is a mixed method research which combines qualitative and quantitative data through three-day-reflective observation checklists and closed-ended questionnaire. The main participants in this study were students of eleven grade Accountant student 2 at Vocational High school in Jakarta with the total of 37 students. The result of this study showed that students experienced anxiety due to various factors including interpersonal, personal anxiety, beliefs about learning a foreign language, fear of mistakes, and language exams. It should be noted, using STAD, which includes teaching, team study, testing, and recognition, helped students to improve their understanding, speaking skills, and confidence. Thus, this study concluded that Cooperative Learning STAD significantly reduced students' speaking anxiety.

The third research is from Alzubi et al. (2024), with the title “examining the effect of a collaborative learning intervention on EFL students’ English learning and social interaction”. The research was implemented to investigate about the influence of collaborative learning on students’ learning experiences, as demonstrated by numerous studies conducted in diverse contexts. Methodology research of this study is quasi-experimental were collected by pre-and post-test (performance test) and an assessment card (social learning). In addition, teachers were interviewed about their views on how collaborative learning can strengthen EFL students’ social learning success. The findings imply that collaborative

learning could be a potential treatment to help EFL learners enrich their social learning experience and success. Further research on collaborative learning's extended impacts, teacher readiness, diverse assessment methods, and gender disparities are recommended to address the limitations of the current study

Another research is from Sembiring & Dewi (2022), with the title “implementing collaborative learning method in speaking class: students’ view”. The research which aimed to find out how collaborative learning method in a speaking class from students' views of EFL students, and what are the challenges when collaborative learning method implemented in English class for students. This study was completed using a survey study method and was conducted with 100 EFL students at SMA Panjura Malang. To explore the students' view on the use of collaborative learning method in speaking class, all 100 students were asked to fill out a questionnaire. The data were then analyzed by thematic analysis. By implementing collaborative learning, the students could do the task together and they agree that collaborative learning better than individual for their speaking learning activities.

## **2.5 Research Hypothesis**

Based on the research questions and related theories above, the hypothesis of this research is:

- Null Hypothesis (H<sub>0</sub>) : STAD has no significant effect toward speaking English skills of student in tenth-grade of MAN KK
- Alternative Hypothesis (H<sub>1</sub>) : STAD has a significant effect toward speaking English skills of student in tenth-grade of MAN KK.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about research design, variables of the research, time setting of the research, population and sample of the research, research data, research instrument, validity of the research, data collection techniques, and data analysis.

#### **3.1 Research Design**

In this study, the researcher using quantitative research. Creswell & Creswell (2018), stated that quantitative research is a related set of constructs, or variables, that form propositions or hypotheses. These specify the relationship among variables, usually regarding magnitude or direction. This theory usually appears in research study such as discussion, argument, rationale, or conceptual framework. All those categories help to explain or predict the phenomena that happened around. To answer the question about the effectiveness of STAD towards English Speaking Skills in senior high school, the researcher employed experimental method in collecting the data.

Experimental research is suitable belong the quantitative research. Research design uses in this experimental research was quasi-experimental design. Quasi experimental-design has several designs of implementation, there are a). The nonequivalent control group design, b). The time-Series Design, c). Counter balanced Design, d). Factorial design. In this study, the researcher chose the nonequivalent control group design. There are three mechanisms to define quasi experimental-design: 1) control group exist. 2) random group selection. 3) a test is

administered to determine the proficiency of both groups. Therefore, the researcher utilized this research methodology to study how STAD towards speaking English skills in senior high school.

In this study, the researcher employed two classes to be tested, those are experimental class and control class. This both classes were obtained pre-test, treatment, and post-test. However, about the STAD treatment retrieved for only experimental class. In the experimental class, the researcher used STAD for speaking English skills, meanwhile in the control class used teaching techniques for speaking English skills. The research took four meetings in experimental and control class. The following is a formula of the quasi-experimental design non-equivalent control group design model:

$$\mathbf{Group\ A \rightarrow O \rightarrow X \rightarrow O}$$

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$$\mathbf{Group\ B \rightarrow O \rightarrow Y \rightarrow O}$$

Description:

Grup A : experimental class

Grup B : control class

O : pre-test/post-test

X : Treatment

Y : Teaching technique

It explained that group A as an experimental class and group B as a control class will undergo pre-test and post-test. Treatment in the form of STAD only given to group A.

### 3.2 Variables of the Research

This research has two variables; independent variable and dependent variable. The independent variable is STAD (X) and the dependent variable is English Speaking Skills (Y). The research wants to examine the effectiveness of STAD towards English speaking skills in senior high school level, exactly in tenth-grade students.

### 3.3 Time Setting of the Research

This research retrieves in MAN KK, which is located in Kediri, East Java. It focuses on the tenth-grade students in the second semester of the 2025-2026 academic year. This research took four meetings in experimental and control class. The table below illustrate the schedule of this research.

*Table 1 Schedule of Research*

NO	Activity	Date
1.	Observation	19 January 2026
2.	Pre-Test	27 January 2026
3.	Treatment	27 January – 04 February 2026
4.	Post-Test	04 January 2026

The table illustrate the schedule of the researcher during carry out the research in MAN KK. For the first is observation, and continuing with pre-test in both classes. Treatment was only given to the experimental class in 2 meetings, meanwhile the control class treated without STAD but it will use teaching learning. And the last is post-test, it gave to both classes.

### **3.4 Population and Sample of the Research**

According to Mardhiyah et al. (2025), the population is the entire set of objects that will be researched. Meanwhile, the sample is a portion of the population selected for analysis in the research. The sample of this research are two classes. The first class is experimental class which teaches speaking English skills by STAD inside. And the second class is control class which teaches speaking English skills by teaching technique.

The object of this research is the tenth-grade of MAN KK. The researcher is employed in two classes, there are X-E as the control class which is consist of 34 students (12 male students and 22 female students). Meanwhile X-C as the experimental class consists of 34 students (11 male students and 23 female students). That classes have same characteristic because: 1) their English proficiency levels are almost the same based on their average scores, 2) the number of students in class is the same, 3) the teacher of English is same.

### **3.5 Research Data**

The data from the research was collected using primary data.

#### **3.5.1 Primary Data**

Primary data sources or usually called the main data source, is information that was collected directly by researcher or individual from the source. The primary data obtained is the score of tests given. The tests were conducted by using pre-test and post-test for every classes.

### **3.6 Research Instrument**

According to Salmia (2023), research instrument is the tools that used to carry out a project or ease the investigation by researchers to obtain data collected as processing equipment. In this research used a speaking test as a research instrument. In its implementation, researcher employed pre-test and post-test techniques to determine students' speaking English skills. Pre-test and post-test were used to determine the difference between the experimental and control class before and after treatment. To measure students' speaking English skills, a pre-test was conducted before treatment. Later the two classes did not get the same treatment, meaning that the experimental class would get learning treatment using STAD while the control class applied teaching technique. After treatment was conducted, the researcher gave a post-test to identify the students' English speaking skills.

The pre-test and post-test consist of material on understanding the meaning of procedure text which have been taken from textbooks for tenth-grade senior high school. The researcher chose procedure text because this material is closely related to speaking activities in daily communication. Procedure text requires students to explain steps, give instructions, and present information orally in a sequential way, which can support the development of students' speaking skills. In addition, procedure text is one of the materials taught to tenth grade students in the curriculum, making it relevant to the students' learning objectives and curriculum standards. The students spoke for 4 minutes at the pre-test and post-test with the researcher using the assessment rubric to assess the results of the test. As for the

test, the researcher conducted 5 indicator which have a score of 1-4 in every indicator with total 20 scores.

*Table 2 Assessment Rubric*

<b>No.</b>	<b>Indicator</b>	<b>Score</b>
1.	Fluency	1,2,3,4
2.	Pronunciation	1,2,3,4
3.	Vocabulary	1,2,3,4
4.	Grammar	1,2,3,4
5.	Comprehension	1,2,3,4
Total		20

This is the assessment rubric to assess about English speaking anxiety that adapt from Luoma (2011). This assessment rubric consists of 5 indicators with 1-4 as a score, which number 4 is categorized the student have low level of speaking skills, and into the number 1 is categorized the student have high level of speaking skills.

### **3.7 Validity of the Research**

The test is an instrument carried out in this research. Before the test was given to students, the validity test tried out first to measure whether the instrument is good or not. The results of the tryout were used to determine the validity of the test. According to Creswell & Creswell, (2018) validity is the score obtained using the instrument. To use an existing instrument, explain the predetermined validity of the score obtained from the use of the instrument. This means reporting the authors' efforts to establish validity in the study, whether the researcher can draw meaningful and useful conclusions from the scores on the instruments used. According to Yusup (2018), instrument validity is a way of measuring the extent to which problems are measured precisely. The way to measure the validity is not necessarily determined by the instrument itself. Based on the instruments used, the researcher used content validity.

Content validity answers how accurate the content of the instrument is, whether the instrument has measured the variables being measured, how accurately the test item represents the sample material, and how accurate the format of the instrument is. The content and format of the instrument must be consistent with the definition of the variables and the sample of the material to be measured. To find out whether the test is valid or not, this must be done through a review of the test grid to ensure that the test questions represent or reflect the overall content or material that must be proficient in proportion (Subhaktiyasa, 2024; Zayrin et al., 2025).

### **3.8 Data Collection Technique**

The data from the research was collected using pre-test which is then followed by the application of treatments, after which a post-test is applied.

#### **3.8.1 Pre-Test**

This pre-test was carried out to measure the extent of students' speaking English skills. The pre-test was conducted before implementing the treatment in both classes, there are the experimental class and the control class. Pre-test consisted of the researcher asked to the students to explain about habitual activities. Then students were explained it in front of the researcher during 2 minutes. Students who can explained within the specified time, fluently, and understandably it shows that the speaking English skills was classified as a low level. However, if the student could not explain within the specified time, not fluently, nervous, and not understandably it shows that the speaking English skills was classified as a

high level. With assessment using rubrics that include fluency, pronunciation, vocabulary, grammar, and comprehension which have scores of 1-4.

### 3.8.2 Treatment

Treatment is the next step taken after conducting the pre-test. Treatment only gave to the experimental class. To test the effectiveness of STAD toward speaking English skills, the experimental class was treated by STAD as the leaning method with peer tutoring strategy and at the end of the learning followed by giving a post-test. The researcher gave the treatment through four meetings. Furthermore, all the materials about procedure text can be delivered completely. Every meeting consists of pre-activities, whilst-activities, and post-activities.

*Table 3 First Meeting*

No.	Aspect	Treatment
1.	Pre-activities	<ul style="list-style-type: none"> <li>- The researcher and the students did prayer together first</li> <li>- The researcher introduced about the topic that would be discussed to the student</li> </ul>
2.	Whilst-activities	<ul style="list-style-type: none"> <li>- The researcher explained about STAD learning method.</li> <li>- The students were formed into 7 groups through counts 1 to 7, each group consist of 4-5 members.</li> <li>- The researcher explained the procedural text material through PowerPoint.</li> <li>- The students discussed about the material that have been delivered.</li> <li>- The researcher given randomly question to each group.</li> </ul>
3.	Post-activities	<ul style="list-style-type: none"> <li>- The researcher asked to all the group about the leaning today.</li> <li>- The researcher gave the students feedback, reward, and compliment of their work.</li> </ul>

*Table 4 Second Meeting*

<b>No.</b>	<b>Aspect</b>	<b>Treatment</b>
1.	Pre-activities	<ul style="list-style-type: none"> <li>- The researcher and the students did prayer together first</li> <li>- The researcher asked the students to sit back with their groups like previous meeting.</li> </ul>
2.	Whilst-activities	<ul style="list-style-type: none"> <li>- The students sat back with their groups.</li> <li>- The researcher gave time to discuss again about the material that had been delivered earlier</li> <li>- Each member of the group would present the results of the discussion to the researcher.</li> </ul>
3.	Post-activities	<ul style="list-style-type: none"> <li>- The researcher asked to all the group about the leaning today.</li> <li>- The researcher gave the students feedback, reward, and compliment of their work.</li> </ul>

*Table 5 Third Meeting*

<b>No.</b>	<b>Aspect</b>	<b>Treatment</b>
4.	Pre-activities	<ul style="list-style-type: none"> <li>- The researcher and the students did prayer together first</li> <li>- The researcher asked the students to sit back with their groups like previous meeting.</li> </ul>
5.	Whilst-activities	<ul style="list-style-type: none"> <li>- The students sat back with their groups.</li> <li>- The researcher explained about the assignment.</li> <li>- The researcher asked the group representatives to choose an image to be made into the procedure text.</li> <li>- Each group discussed together about the assignment</li> <li>- The result of assignment presented in front of the class for each group.</li> </ul>
6.	Post-activities	<ul style="list-style-type: none"> <li>- The researcher asked to all the group about the leaning today.</li> <li>- The researcher gave the students feedback, reward, and compliment of their work.</li> </ul>

*Table 6 Fourth Meeting*

<b>No.</b>	<b>Aspect</b>	<b>Treatment</b>
7.	Pre-activities	<ul style="list-style-type: none"> <li>- The researcher and the students did prayer together first</li> <li>- The researcher asked the students to sit back with their groups like previous meeting.</li> </ul>
8.	Whilst-activities	<ul style="list-style-type: none"> <li>- The students sat back with their groups.</li> <li>- The researcher announced which group received the award</li> <li>- then the researcher asked to the groups about the procedural text material that had been delivered.</li> </ul>
9.	Post-activities	<ul style="list-style-type: none"> <li>- The researcher asked to all the group about the leaning today.</li> <li>- The researcher gave the students feedback, reward, and compliment of their work.</li> </ul>

### **3.8.3 Post-Test**

Post-test is assessment that conducted to measure how the student have understood about the material and have changed from their previous results. This post-test was the effect of the treatment given by the experimental class and the teaching technique gave by the control class. It showed the differences after the treatment of STAD learning method with peer tutoring strategy in the tenth-grade of MAN KK. The type of post-test gave as same as between the experimental class and control class. The post-test of both classes is during the students did the explanation about the material that have been given by the researcher. The assessment rubric is same like pre-test that include fluency, pronunciation, vocabulary, grammar, and content which have scores of 1-4.

### 3.9 Data Analysis

The data from the research is analyzed using normality test, N-gain test, and hypothesis test. .

#### 3.9.1 Normality Test

In this research, the researcher used the Kolmogorov-Smirnov test. The normality test calculated using IBM SPSS Statistics version 25 for Windows. It used to test the hypothesis that the sample is taken from a population which is  $n \geq 50$ .

a. Hypothesis :

$H_0$  : Normally distributed data

$H_1$  : Not normally distributed data

b. Significance level :  $\alpha = 0.05$

c. Statistical test :

Using the t-Test : Two-Sample Assuming on SPSS.

d. Decision criteria :

$H_0$  is rejected if Sig.  $< 0.05$

This test aims to find out whether the research data is normally distributed or not. Because the t-test can only be done if the data is normal. If Sig.  $\geq 0.05$  then the data is normal, while if Sig.  $< 0.05$  then the data is not normal. In this research, the data is not normally distributed. However, the analysis could not continue with t-test, it must use the non-parametric test. In this research, the non-parametric test is used Mann-Whitney U Test.

### 3.9.2 N-gain Test

N-gain (Normalized gain) is obtained with the aim of identifying the effectiveness of using a particular treatment. N-gain is the ratio between the average gain obtained and the maximum possible average gain. Introduced by Hake “as a rough measure of program’s effectiveness in increasing conceptual understanding”, N-gain has become the standard measure for reporting scores on research-based concept inventories.

$$N - gain = \frac{postest - pretest}{maximum\ score - pretest}$$

Standard categories :

$$(g) = 0.70$$

Decision criteria :

$g \geq 0.70$  will categories as a high gain

$0.30 \leq g < 0.70$  will categories as medium gain

$g < 0.30$  will categories as a low gain

The N-gain test measures how much a student improves after receiving treatment. When  $g \geq 0.70$ , then it is categorized as a high gain. When  $0.30 \leq g < 0.70$ , then it is categorized as medium gain. Meanwhile, if  $g < 0.30$ , then it is categorized as a low gain. In this research, N-gain test calculated using IBM SPSS Statistics version 25 for Windows.

### 3.9.3 Hypothesis Test

Hypothesis testing aims to draw conclusions about whether a hypothesis is true or not. This hypothesis testing uses statistics, so later the testing process can be accepted or rejected. A statistical hypothesis is a hypothesis about the predicted conditions in a population. There were two

ways to test the hypothesis, the t-test: Two-Sample Assuming Equal was used, and the non-parametric test: Mann-Whitney U Test.

a. Hypothesis :

$H_0 : \geq 0.05$  = STAD is not effective toward speaking English anxiety

$H_1 : < 0.05$  = STAD is effective toward speaking English anxiety

b. Significance level :  $\alpha = 0.05$

c. Statistical test :

Using the t-Test : Two-Sample Assuming on SPSS.

Using the non-parametric test : Mann-Whitney U Test.

d. Decision criteria :

$H_0$  is rejected if Sig.  $< 0.05$

If Sig.  $< 0.05$  then data shows STAD is effective toward speaking English anxiety. Meanwhile if Sig.  $\geq 0.05$  then data shows STAD is not effective toward speaking English anxiety.

In this research, after the normality test was tested, which mean knew that data was not normally distributed, so the non-parametric statistical test were applied. The hypothesis test used Mann-Whitney U Test assisted by IBM SPSS Statistics 25 for Windows software with a significance level of  $\alpha = 0.05$ .

The hypothesis test used in this research was the Mann-Whitney U Test, which compare the final test scores between the experimental class (using STAD) and the control class (without STAD). This test is a non-

parametric alternative to the independent samples t-test. It is used to find out if there is a significant difference in score rankings between the two classes. The results of the Mann-Whitney U Test were determined by the p-value is less than 0.05. The formula used is this test is :

$$U = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R$$

$n_1$  = number of participants in class 1 (experimental class)

$n_2$  = number of participants in class 2 (control class)

R = the sum of rank for class 1

The criteria for accepting or rejecting the hypothesis:

If Sig.  $\leq$  0.05, then  $H_0$  is rejected and  $H_1$  is accepted.

If Sig.  $>$  0.05, then  $H_0$  is accepted and  $H_1$  is rejected.

It means that if the Sig. level  $\leq$  0.05, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. Otherwise, if the Sig. level  $>$  0.05, the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected. Based on the Mann-Whitney U Test, the significance value (Asymp. Sig 2-tailed) is 0.053  $>$  0.05,  $H_0$  is accepted and  $H_1$  is rejected. Therefore, it can be concluded that there is no statistically significant difference between the post-test results of the two classes. The mean rank of experimental class was 39.10, while that of the control class was 29.90, indicating that students taught using STAD achieved higher scores but the difference was not significantly different. These results

confirmed that there was no positive and significant effect of the use STAD toward speaking skills in class X of MAN KK.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discusses the finding and discussion. Finding consist of data validity, experiment, as well as data of pre-test and post-test, normality test, N-gain test, and Mann-Whitney U test.

#### **4.1 Finding**

The finding consisted of data validity, experiment, and data of pre-test and post-test. In finding section, the researcher displays the numerical results of the data and statistic that were studied. The data came from the pre-test and post-test delivered from both the experimental and control class. The researcher selected class X-C as the experimental class, which had 34 students, and class X-E as the control class, which had 34 students. They were students from MAN KK's tenth grade.

##### **4.1.1 Result of Validity Instrument**

The instrument employed in this study was a student speaking skills test consisting of two questions; describe about the procedure text and select and create 1 example of procedural text from the following categories. Berfore being used in data collection, researcher conducted a validity assessment to verify the instrument's suitability for measuring the intended variables. The validity test used in this study was content validity through by expert assessment. It carried out by lecturers who are competent in speaking skills. The instruments were assessed based on several aspects;

content, pronunciation, vocabulary, grammar, fluency (Source : Luoma, S. (2011). *Assessing speaking*. Cambridge University Press.) which are in line with the learning indicators and learning objective of the study.

Based on the results of the validation process, it was found that the majority of the test questions fulfilled the criteria. The test questions that did not fulfill the criteria were revised in line with the suggestions and feedback from the validator. The suggestion was to make the pre-test and post-test questions the same, and to connect the questions to the material delivered in class during the study. The feedback from validator was to ensure that the research instrument is available and suitable for the research question and material, as well as the hope that the process of data collection in the field can be carried out effectively. Following the revisions, all the test questions were determined to be valid and suitable for use as a research instrument. Thus, the validated instrument can be used to measure students' speaking skills in this study.

#### **4.1.2 Experiment**

In this study, there is an experimental class and a control class. The experiment given to the two classes is also different. This experiment was given to test the effectiveness of STAD toward English speaking skills in senior high school level. In the experimental class, students were treated by using STAD as the learning method with peer tutoring strategy. In the control group, students were treated by using teaching method. The treatment conducted in two meetings on January 27, 2026 until February 9, 2026. Each of the experimental classes and the control class consisted

of 34 students. Based on the purpose of the research, only experimental classes received experimental treatment using STAD as a learning method.

In the experimental class, the researcher gave treatment to students in grades X-C using the STAD learning method in dealing with students' speaking skills. The procedure of this STAD is that in one class it has been formed into 7 groups, each group has 4-5 members. Groups are formed through counts 1 to 7. Groups are random, therefore students' abilities, genders, and origins are also different. After the formation of the group, the researcher began to apply STAD as a learning method. The researcher explains the material delivered during the research process. The researcher gradually explained the material presented, then gave each group the opportunity to discuss with the group about the material that had been delivered. To practice students' comprehension and test their speaking skills, researcher randomly assigned questions to each group. In the student discussion session, students explained to the their group member and provide understanding of the material. This is because the process of delivering material from student to student tends to be easier to understand than from the teacher who delivers it (Pungkasana & Yuliati, 2025).

After the discussion time is over, the researcher question each group about the results of the discussion and it is repeated for 3 times. At the end of the treatment, the researcher assigned each group to make a presentation related to the material that had been presented in front of the class. Presentation division based on the images that have been selected from each group's representatives. When making a presentation, the other group

who was not making a presentation listened carefully. After the presentation session was over, the researcher gave prizes to the group that was able to speak English well, understand the material, and help each other between group members during the application of the STAD learning method. At the end of the lesson, the researcher asked each group again about the understanding of the material that had been presented in the previous meeting.

In the control class, the researcher used the learning method applied by English teacher at MAN KK. The learning procedure in the control class took place with the researcher delivering material to the students. The researcher conveys the material slowly to the students and gives the students the opportunity to ask questions if they experience confusion and misunderstanding. Then the researcher gave the students an assignment to make a complete procedural text. The researcher randomly assigned 3 students to deliver the assignment that has been created in front of the class.

#### **4.1.3 Data of pre-test and post-test**

In collecting research data, researcher conducted pre-test and post-test on students. The pre-test was carried out before the experiment is given to students, while the post-test is given after the experiment is given to the student. The pre-test and post-test consist of 2 questions; describe about the procedure text and select and create 1 example of procedural text from the following categories. Students are given 4 minutes to answer those two questions. The pre-test activity was carried out on January 27, 2026 and was implemented in both classes, where X-C consisted of 34 students and

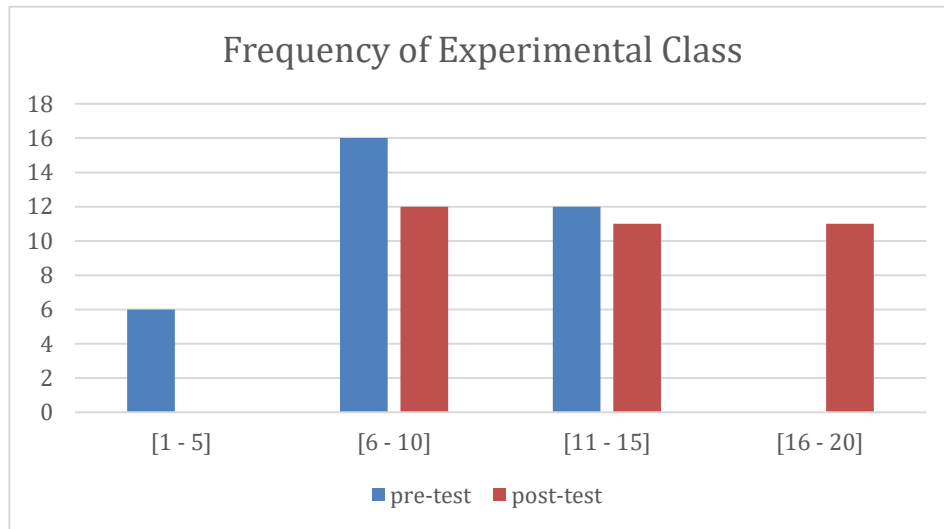
X-E consisted of 34 students. Before the implementation, the researcher coordinates with the English teacher of class X and assures the students how to do it. The researcher also said that the purpose of collecting this data is for the benefit of the researcher's academic process. After taking the pre-test score, the next activity is an experiment.

The post-test activity was carried out on February 4, 2026 and was implemented in both classes, namely X-C and X-E which consisted of 34 students in each class. The post-test is taken after students conduct a whole series of experiments. This post-test is given as an evaluation instrument to measure whether there is an improvement in students after going through the experiment, either with or without special treatment. In its application, students are asked to answer 2 questions that are answered orally. Each question has a duration of 2 minutes with a total duration of 4 minutes to answer. Through the results of this post-test, the researcher can analyze the effectiveness of the treatment that has been given, both in the experimental class and in the control class. The table in *appendix VI* shows the results of the pre-test and post-test in class X-C as experimental class.

Based on the pre-test and post-test of experimental class in *appendix VI*, it can be seen that class X-C MAN KK which acts as an experimental class shows an increase in student scores during pre-test and post-test. The student's pre-test score shows that the student's lowest score is 5, while the student's highest score is 14. The total pre-test score in the experimental class was 305 with an mean score of 8.97. And The student's post-test score shows that the student's lowest score is 7, while the student's highest score

is 19. The total post-test score in the experimental class was 458 with an average of 13.47. The distribution of pre-test and post-test values in the experimental class is displayed visually through the following histogram graph:

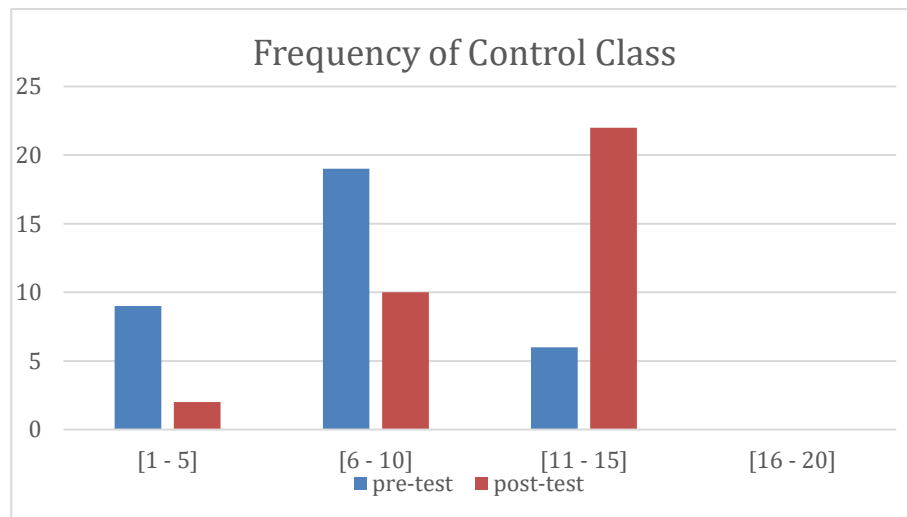
*Figure 1 Pre-test and Post-test of Experimental Class*



Based on the histogram above shows the frequency of experimental class, which is consist of pre-test and post-test scores from 34 students of class X-C MAN KK. It can be seen and observed that the data has been grouped into 4 value intervals, with the lowest value range being 1 and the highest value range being 20. In the pre-test score, the intervals (1 – 5) have 6 students, while in the post-test score there are no students who have this score range. In the pre-test score, the intervals (6 – 10) consist of 16 students, while in the post-test score there are 12 students. Intervals (11 – 15) have 12 students on pre-test scores, while post-test scores have 11 students. In the post-test score, the intervals (16 – 20) consist of 11 students, while in the pre-test score there are no students who have this score range.

Based on the pre-test and post-test of control class in *appendix VII*, it can be seen that class X-E MAN KK which acts as an control class shows an increase in student scores during pre-test and post-test. The student's pre-test score shows that the student's lowest score is 5, while the student's highest score is 15. The total pre-test score in the control class was 261 with an mean score of 7.67. The student's post-test score shows that the student's lowest score is 5, while the student's highest score is 15. The total post-test score in the control class was 397 with an average of 11.67. The distribution of pre-test and post-test values in the control class is displayed visually through the following histogram graph:

*Figure 2 Pre-test and Post-test of Control Class*



Based on the histogram above shows the frequency of control class, which is consist of pre-test and post-test scores from 34 students of class X-E MAN KK. It can be seen and observed that the data has been grouped into 4 value intervals, with the lowest value range being 1 and the highest value range being 20. In the pre-test score, the intervals (1 – 5) have 9 students, while in the post-test score consist of 2 students. In the pre-test

score, the intervals (6 – 10) consist of 19 students, while in the post-test score there are 10 students. Intervals (11 – 15) have 6 students on pre-test scores, while post-test scores have 22 students. In the intervals (16 – 20) both in the pre-test and post-test scores there were no students with this number of scores.

#### 4.1.4 Result of Normality test

*Figure 3 Normality Testing*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_EX	.117	34	.200*	.929	34	.029
PRE_CTR	.298	34	.000	.823	34	.000
POST_EX	.179	34	.008	.915	34	.012
POST_CTR	.232	34	.000	.860	34	.000

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test shown in the figure above, the test was carried out using the Kolmogorov-Smirnov test because the sample number was more than 50 respondents. The test results showed that the significance value for pre-test data in experimental class was 0.200. Because this value exceeds 0.05, the data in the pre-test experimental class is declared to be distributed normally. Meanwhile, the value is stated to be distributed normally. Meanwhile, the pre-test value in the control class is 0.000, the post-test in the experimental class is 0.008, and the post-test in the control class is 0.000, which indicates that it is less than 0.05. This shows that the three data are not distributed normally. Therefore, it can be

concluded that the overall data cannot be assumed to be normal, so further data analysis should use non-parametric statistical tests, such as the Mann-Whitney U test.

#### 4.1.5 Result of N-gain Test

After the normality test was carried out and it was known that the data was not distributed normally, the analysis continued by calculating the N-gain value. N-gain calculations are performed to identify how effective the treatment is given to students. This effectiveness is measured by comparing the value of students' speaking skills on the pre-test and post-test. The results obtained from this analysis show whether the applied learning methods are successful in improving students' speaking skills. The N-gain results for the speaking skills of the experimental class students are shown in the table below:

*Figure 4 N-gain Score of Experimental Class*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	34	.00	.92	.4198	.27509
Ngain_persen	34	.00	91.67	41.9758	27.50931
Valid N (listwise)	34				

*Figure 5 N-gain Score of Control Class*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_skor	34	-.14	.64	.3046	.24565
Ngain_persen	34	-14.29	64.29	30.4632	24.56472
Valid N (listwise)	34				

Based on the analysis of students' pre-test and post-test scores in *appendix VIII and appendix IX*, the N-gain showed a significant difference in score results between the experimental class and the control class. The N-gain values in this group varied, students were categorized *as high* if  $N\text{-gain} \geq 0.70$ , medium category if  $0.70 \geq G \geq 0.30$ , and categorized *low* if  $N\text{-gain} < 0.30$ . In the experimental class, as many as 34 students, there were 32 students who experienced an increase in their post-test scores, while 2 students did not experience any changes, and no students experienced a decrease in scores. It can be seen that the STAD learning method on students' speaking ability has a positive impact on students. Most students have increased judging from the results of pre-test and post-test scores.

Meanwhile, in the control class, which consisted of 34 students, there were 29 who experienced an increase in their post-test scores, while 4 students did not change, and 1 student experienced a decrease in scores. It can be seen that the learning method without using STAD, only based on the material delivered through PowerPoint in front of the class and the lack of student activity can affect changes in class performance. In addition, the *high* category can be achieved by some students in the experimental class, while the control class still does not exist. The average N-gain value in the experimental class was also higher than in the control class, this was influenced by the application of the STAD learning method in the experimental class. These results show that the use of the STAD learning

method can be assumed to be effective on the speaking ability of students in MAN KK.

#### 4.1.6 Result of Mann-Whitney U Test

Figure 6 Mann-Whitney U Test

Ranks				
	CLASS	N	Mean Rank	Sum of Ranks
SCORE	1	34	39.10	1329.50
	2	34	29.90	1016.50
	Total	68		

#### Test Statistics<sup>a</sup>

	SCORE
Mann-Whitney U	421.500
Wilcoxon W	1016.500
Z	-1.939
Asymp. Sig. (2-tailed)	.053

a. Grouping Variable: CLASS

Based on the results of the Mann-Whitney U test conducted by comparing the post-test results between the experimental class (class 1) and the control class (class 2), the Asymp. Sig. (2-tailed) value was obtained of 0.053. This value is higher than the set signification limit ( $\alpha = 0.05$ ), so the decision taken is to accept the null hypothesis ( $H_0$ ) and reject the alternative hypothesis ( $H_1$ ). Thus, it can be concluded that there is no statistically significant difference between the post-test results in the experimental class and the control class. The average rank (mean rank) of the experimental class was 39.10, higher than the control class which was only 29.90. This indicates that the difference in the results of the experimental class is higher

than that of the control class, but the difference does not occur significantly. Therefore, this shows that the STAD learning method has not had a positive effect on the speaking skills of students at MAN KK.

## **4.2 Discussion**

This research was conducted at MAN KK and was applied to two classes, class X-C as an experimental class (34 students) and class X-E as a control class (34 students). The pre-test was conducted on January 27, 2026 in both classes. In the experimental class, learning was applied with treatment in the form of STAD, while learning in the control class used learning techniques without using STAD. The post-test was given after both classes get the treatment. The post-test was carried out on February 4, 2026 in both classes. Through the research process, English teachers actively participated as guides and supporters in the implementation of learning activities in both classes.

Learning in the experimental classroom is designed in four meetings to optimize the use of STAD as a learning method. In the first meeting, the students were formed into 7 groups through counts 1 to 7, then introduced to procedural text material gradually through PowerPoint, where at each slide shift students will be randomly assigned to read what is displayed to train students' speaking courage and provide time for the discussion groups to practice their speaking skills. At the second meeting, the students were asked to sit back with their groups, the researcher gave time to discuss again about the material that had been presented earlier, then each member of the group would present the results of the discussion. At the third meeting, the students sit back with their groups, the researcher asked

the group representatives to choose an image to be made into the procedure text, then each group will discuss together and present in front of the class. At the fourth meeting, which was the last meeting, the researcher announced which group received the award, then the researcher asked the students again about the procedural text material to practice the courage to speak and test the students' comprehension.

Meanwhile, in the control class, they follow learning techniques that continue to train students to speak without using the STAD learning method. The material was delivered same as that applied in the experimental class, which was procedural text material, presented in PowerPoint. There is no specific learning method, the learning takes place with the researcher explaining the material in front of the class, and each change of PowerPoint slides the students are asked about their comprehension. Although the researcher facilitated the speaking session effectively, the limitations of the speaking space between students remained visible. Students who tend to be shy and do not understand, chose to be silent compared to students who dare to answer and understand. This most likely affects the pre-test results that do not show significant improvement. These findings show that the teaching method applied in the form of STAD can improve students' speaking skills, in line with (Savira et al., 2024; Shofia & Sujito, 2024), who both highlight the positive impact of STAD toward English Speaking Skills.

During the learning process, the students in the experimental class responded very positively to the implementation of the STAD. They were very enthusiastic and did not feel bored with the learning flow because the students also felt included in every learning session. It can be seen that STAD makes the

classroom atmosphere more lively (Firnanda et al., 2019). Implementing STAD with a learning strategy in the form of peer tutors can result in fun, independent, active, and meaningful learning.

Based on the data analysis results, this study aimed to assess the effectiveness of STAD on students' speaking abilities. The findings demonstrated improved post-test scores in both classes, though the improvement did not show significant differences between them. The results of the Mann-Whitney U test indicate that there was no significant difference between the experimental group and the control group. the Asymp. Sig. (2-tailed) value was obtained of 0.053. This value is higher than the set signification limit ( $\alpha = 0.05$ ), so the decision taken is to accept the null hypothesis ( $H_0$ ) and reject the alternative hypothesis ( $H_1$ ). Thus, it can be concluded that there is no statistically significant difference between the post-test results in the experimental class and the control class. This was reinforced by the N-gain test analysis, which shows that both classes exhibited improvements in relatively similar categories.

This finding aligns with the constructivist theory proposed by Jean Piaget and Lev Vygotsky, which posits that knowledge is actively constructed by students through learning experiences (Gelman, 1971; Vygotsky, 1978). In addition, these findings can be explained by behavioral theory, which posits that learning constitutes observable behavioral changes resulting from repeated interactions between stimuli and responses. This was reinforced by the N-gain test analysis, which shows that both classes exhibited improvements in relatively similar categories. These findings can be explained by behavioral theory, which posits that learning

constitutes observable behavioral changes resulting from repeated interactions between stimuli and responses (Skinner, 1953).

The results of the hypothesis test said that the STAD learning method was not significant for speaking skills of students in senior high school level. However, students still experienced an increase in pre-test and post-test results. It can be assumed that STAD can improve students' speaking skills, but statistically significant results are still not significant because they are caused by several factors such as the lack of details on the use of scores in the assessment rubric. The rubric assessment is assessed with a score of 1-4 which has 5 differentiating aspects. In this study, there is no detailed description of the details of the score category, this can cause bias and subjectivity of the assessment.

Furthermore, students' speaking skills are influenced by various complex factors and is not determined simply by the learning method used. Based on previous studies, psychological factors such as speaking anxiety, lack of self-confidence, and fear of making mistakes have a significant impact on students' speaking performance (Ajiza et al., 2024; Savira et al., 2024). Additionally, linguistic factors such as limited vocabulary, grammar proficiency, pronunciation also contribute to the development of speaking skills (Katiandagho & Listyani, 2020). Social interaction and learning environment factors, such as lack of classroom interaction, peer pressure, and teaching methods also influence students' speaking performance and confidence in speaking activities (Daar, 2020; Intang et al., 2023; Rahman et al., 2026).

These results are also supported by recent studies showing that students' speaking skills is influenced by various related factors, including psychological,

linguistic, and learning environment factors. Psychological factors such as anxiety, self-confidence, and motivation to learn have a significant impact on students' speaking skills (Rahmadani et al., 2024; Amani & Fedai, 2024). Additionally, linguistic factors such as vocabulary mastery, grammar, and pronunciation are also key determinants of speaking fluency (Muklas et al., 2024; Peng, 2025). Learning environment factors such as classroom interactions, teaching methods, and support from teachers and peers also play a crucial role in enhancing students' speaking skills (Alvarez et al., 2024). Furthermore, learning motivation has been shown to be a factor that encourages students to be more active in speaking (Larasati et al., 2024).

The STAD method of cooperative learning focuses more on improving academic achievement, learning motivation, and student collaboration than on the specific development of speaking skills. This method was developed by Slavin (2014) with the primary goal of improving academic achievement through group work and individual responsibility. In its implementation, STAD does involve student interaction through group discussions. However, these activities do not necessarily provide the intensive and directed speaking practice needed for the development of speaking skills.

Therefore, the impact of the STAD method on students' speaking skills was indirect, through increased social interaction, collaborative work, and self-confidence within the group. As a result, the improvement in speaking skills showed no significant difference compared to the control class. Thus, the effectiveness of the STAD method in this study can be explained by the fact that it was not specifically designed to develop speaking skills in detail. In addition, other

factors such as the relatively short duration of treatment, limited sample size, and external factors such as learning motivation, learning environment, and student involvement also affect the results of the study. In terms of instruments, the limited number of test items and variations in difficulty levels can affect the accuracy of detecting differences between class.

Thus, it can be concluded that the learning process applied both in the experimental class and in the control class was able to significantly improve students' speaking skills as a result of grades. However, the treatment did not show significant advantages compared to learning in the control class.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter discusses the conclusion and suggestion. The suggestion consist of English teacher and future researcher.

#### 5.1 Conclusion

Based on the results of the data analysis, it was found that the research data did not meet the assumption of normality, so the analysis was continued using nonparametric test. The results of Mann-Whitney U Test showed that there was no significant difference between the experimental class and the control class. The Asymp. Sig. (2-tailed) value was obtained of 0.053. This value is higher than the set signification limit ( $\alpha = 0.05$ ), so the decision taken is to accept the null hypothesis ( $H_0$ ) and reject the alternative hypothesis ( $H_1$ ). Therefore, it can be concluded that the STAD cooperative learning method did not have an effective impact on students' speaking skills. However, the analysis results also showed that both the experimental class and the control classes experienced an increased level of speaking skills after the learning process, indicating that the learning activities carried out still contributed positively to the development of students' speaking skills, even though there was no statistically significant difference between the groups.

It influenced by several factors, including the limitation of the assessment rubric, which lacked detailed score descriptions and potentially caused subjectivity in scoring. In addition, students' speaking skills are influenced by various complex factors, such as psychological factors (anxiety, self-confidence, and fear of making

mistakes), linguistic factors (vocabulary mastery, grammar, and pronunciation), and learning environment factors (classroom interaction, peer support, teaching methods, and learning motivation). Furthermore, the STAD method mainly focuses on improving academic achievement, learning motivation, and collaboration rather than specifically developing speaking skills through intensive speaking practice. Other factors, such as the short duration of treatment, limited sample size, and limitations of the research instrument, may also have affected the results of this study.

## **5.2 Suggestions**

This research suggests to English teacher and future researcher

### **5.2.1 English Teacher**

Teachers are suggested to pay closer attention to selecting a learning method that is appropriate for the learning objectives, particularly towards students' speaking skills. The STAD cooperative learning method can be used to increase student interaction and teamwork, but to optimally develop speaking skills, teachers need to combine it with a more student-centered approach, so that students have more opportunities to speak actively. Additionally, teachers are suggested to provide intensive speaking practice through various activities such as role play, discussions, and presentations. Teachers also need to conduct continuous and intensive vocabulary building, as vocabulary mastery is one of the key factors in developing students' speaking skills. Furthermore, teachers are expected to create a

conducive learning environment, build motivation, and reduce students' anxiety so that the students can speak with more confidence.

### **5.2.2 Future Researcher**

Future researchers are suggested to further analyze the effectiveness of the learning method towards speaking skills with consideration of various influencing factors, such as psychological, linguistic, and learning environment aspects. Additionally, researchers are suggest to avoid conducting research without the guidance of a classroom teacher, teaching in the classroom should continue to be handled by the English teacher, and the researcher may choose to participate or not. This is because the teacher has a better understanding of the students' personalities and already has expertise in teaching English. researchers may use learning methods specifically designed for speaking skills, extend the duration of the treatment, and utilize larger sample sizes to achieve more optimal research results. The use of instruments that are more variative, detail and deeper is also recommended to obtain more accurate data in measuring students' speaking skills.

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# APPENDIXES

1

### ***Appendix I Speaking Prompt Pre-test***

This speaking prompt will be used to apply in the pre-test. The duration of the pre-test is 4 minutes.

1. Describe about the procedure text!
2. Select and create 1 example of procedural text from the following categories!
  - a) How to make a rice using a rice cooker
  - b) How to use a washing machine
  - c) How to use an electric iron
  - d) How to make a coffee

Source : Luoma, S. (2011). *Assessing speaking*. Cambridge University Press.

### ***Appendix II Speaking Prompt Post-test***

This speaking prompt will be used to apply in the post-test. The duration of the post-test is 4 minutes.

1. Describe about the procedure text!
2. Select and create 1 example of procedural text from the following categories!
  - a) How to cook rice using a rice cooker
  - b) How to use a washing machine
  - c) How to make coffee
  - d) How to use an electric iron

Source : Luoma, S. (2011). *Assessing speaking*. Cambridge University Press.

### ***Appendix III The assessment rubric***

This is the assessment rubric to assess the pre-test and post-test to analyze categorized low and high the level of students speaking skills. The assessment rubric consists of 5 indicators with 1-4 as a score. The details of score are 1 for lowest level, make an many mistakes, 2 for low level, make an often mistakes, 3 for high level, make a sometimes mistakes, 4 for highest level, make a few mistakes.

No.	Indicator	Score			
		1	2	3	4
	Fluency				
	Pronunciation				
	Vocabulary				
	Grammar				
	Comprehension				

Source : Luoma, S. (2011). *Assessing speaking*. Cambridge University Press.

## *Appendix IV Validator Permission Letter*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
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Nomor : B-172/Un.03.1/TL.01.04 /01/2026 13 Januari 2026  
Lampiran : -  
Perihal : Permohonan Menjadi Validator

Kepada Yth.  
**Harir Mubarok, M.Pd**  
di -  
Tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Ittaqitafuzi  
NIM : 220107110044  
Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Effectiveness of STAD (Student Team-Achievement Division) toward English Speaking Anxiety in Senior High School Level  
Dosen Pembimbing : Septia Dwi Jayanti, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

Dekan,

Prof. Dr. Muhammad Walid, M.A  
NIP. 197308232000031002

## Appendix V Validations Sheet

### Validations Sheet

**Instrument Validation Sheet of Pre-Test and Post-test for Research Entitled**  
 "The Effectiveness of STAD (Student Team-Achievement Division) toward English Speaking Anxiety in Senior High School Level"

Validator : Harir Mubarak, M.Pd  
 NIP : 19870708201802011152  
 Expertise : English Language Teaching Development  
 Instance : Maulana Malik Ibrahim State Islamic University of Malang  
 Validation Date : 15/01/2026

#### A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

#### B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion in the columns below:

#### C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies				✓	
2.	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	

4.	The research instrument is relevant with the research objectives				✓	
5.	The research instrument can help the research find out students abilities in vocabulary mastery					✓
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper text					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓
10.	The subject matter must be formulated clearly and unequivocally					✓

#### D. Suggestion

First you have to make your instrument available and visible in line with with your research questions and material. Second, if hope you can fix up the data in the field.

#### E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- b. The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 15 Januari 2026

Validator,



Harir Mubarak, M.Pd  
 NIP. 19870708201802011152

*Appendix VI Data of Pre-test and Post-test in Experimental Class*

No	Name of Student	Score		Description
		Pre-Test	Post-Test	
1.	ABJP	9	10	Increase
2.	ASN	9	9	-
3.	AAATA	5	7	Increase
4.	AND	6	10	Increase
5.	AAA	10	11	Increase
6.	AMA	11	15	Increase
7.	CAVAR	8	9	Increase
8.	DRP	6	15	Increase
9.	DAR	12	16	Increase
10.	DRL	12	15	Increase
11.	FFQ	5	10	Increase
12.	IAS	9	19	Increase
13.	KMI	13	19	Increase
14.	LF	12	17	Increase
15.	MHK	9	16	Increase
16.	MRA	5	8	Increase
17.	MAAH	8	10	Increase
18.	MDF	5	11	Increase
19.	MFN	6	16	Increase
20.	MYIA	8	19	Increase
21.	NA	8	10	Increase
22.	QKH	12	15	Increase
23.	QKH	14	18	Increase
24.	RFAT	13	16	Increase
25.	RRA	11	15	Increase
26.	RA	5	10	Increase
27.	SAK	11	14	Increase
28.	SR	8	9	Increase
29.	SRW	12	19	Increase
30.	SSU	5	9	Increase
31.	SA	14	14	-
32.	SMA	10	15	Increase
33.	TRE	7	14	Increase
34.	YAZ	7	18	Increase
<b>Total</b>		<b>305</b>	<b>458</b>	<b>Increase</b>
<b>Average</b>		<b>8.97</b>	<b>13.47</b>	

*Appendix VII Data of Pre-test and Post-test in Control Class*

No	Name of Student	Score		Description
		Pre-Test	Post-Test	
1.	ABA	5	6	Increase
2.	ATA	7	12	Increase
3.	ANH	5	6	Increase
4.	ANK	12	11	Increase
5.	AAS	7	11	Increase
6.	AHK	13	12	Decrease
7.	AEA	10	15	Increase
8.	ASA	10	10	-
9.	AJSP	7	9	Increase
10.	DIN	9	15	Increase
11.	DAS	13	14	Increase
12.	DAR	5	11	Increase
13.	FSF	7	15	Increase
14.	IYAS	11	14	Increase
15.	IKS	7	15	Increase
16.	KDR	6	14	Increase
17.	KNA	6	14	Increase
18.	MHB	5	6	Increase
19.	MNA	5	14	Increase
20.	MHQ	6	14	Increase
21.	MAIH	5	5	-
22.	MFN	6	10	Increase
23.	MIHM	7	10	Increase
24.	MUFA	5	5	-
25.	NSI	7	11	Increase
26.	NMF	9	15	Increase
27.	RAK	15	15	-
28.	SDA	14	15	Increase
29.	SOR	5	14	Increase
30.	SA	7	15	Increase
31.	SNU	6	15	Increase
32.	TFN	7	10	Increase
33.	ZSKR	5	10	Increase
34.	MAR	7	9	Increase
<b>Total</b>		<b>261</b>	<b>397</b>	<b>Increase</b>
<b>Average</b>		<b>7.676470588</b>	<b>11.67647059</b>	

*Appendix VIII N-gain Score of Experimental Class*

<b>No</b>	<b>Name of Student</b>	<b>N-gain Score</b>	<b>Category</b>
1.	ABJP	.09	Low
2.	ASN	.00	Low
3.	AAATA	.13	Low
4.	AND	.29	Low
5.	AAA	.10	Low
6.	AMA	.44	Medium
7.	CAVAR	.08	Low
8.	DRP	.64	Medium
9.	DAR	.50	Medium
10.	DRL	.38	Medium
11.	FFQ	.33	Medium
12.	IAS	.91	High
13.	KMI	.86	High
14.	LF	.63	Medium
15.	MHK	.64	Medium
16.	MRA	.20	Low
17.	MAAH	.17	Low
18.	MDF	.40	Medium
19.	MFN	.71	High
20.	MYIA	.92	High
21.	NA	.17	Low
22.	QKH	.38	Medium
23.	QKH	.67	Medium
24.	RFAT	.43	Medium
25.	RRA	.44	Medium
26.	RA	.33	Medium
27.	SAK	.33	Medium
28.	SR	.08	Low
29.	SRW	.88	High
30.	SSU	.27	Low
31.	SA	.00	Low
32.	SMA	.50	Medium
33.	TRE	.54	Medium
34.	YAZ	.85	High

*Appendix IX N-gain Score of Control Class*

<b>No</b>	<b>Name of Student</b>	<b>N-gain Score</b>	<b>Category</b>
1.	ABA	.07	Low
2.	ATA	.38	Medium
3.	ANH	.07	Low
4.	ANK	-.13	Low
5.	AAS	.31	Medium
6.	AHK	-.14	Low
7.	AEA	.50	Medium
8.	ASA	.00	Low
9.	AJSP	.15	Low
10.	DIN	.55	Medium
11.	DAS	.14	Low
12.	DAR	.40	Medium
13.	FSF	.62	Medium
14.	IYAS	.33	Medium
15.	IKS	.62	Medium
16.	KDR	.57	Medium
17.	KNA	.57	Medium
18.	MHB	.07	Low
19.	MNA	.60	Medium
20.	MHQ	.57	Medium
21.	MAIH	.00	Low
22.	MFN	.29	Low
23.	MIHM	.23	Low
24.	MUFA	.00	Low
25.	NSI	.31	Medium
26.	NMF	.55	Medium
27.	RAK	.00	Low
28.	SDA	.17	Low
29.	SOR	.60	Medium
30.	SA	.62	Medium
31.	SNU	.64	Medium
32.	TFN	.23	Low
33.	ZSKR	.33	Medium
34.	MAR	.15	Low

## *Appendix X Transcript Record Pre-test*

### **1. Experimental Class**

The pre-test for students in the experimental class was conducted with students answering the researcher's questions orally, while the researcher recorded their responses and assigned scores based on the assessment rubric that have been prepared. This is an example of a transcript record from pre-test in the experimental class.

<b>Question</b>	<b>Answer</b>
Describe about the procedure text!	Procedure text is a text that explain how to make something or how to use something.
Select and create 1 example of procedural text from the following categories! a) How to make a rice using a rice cooker b) How to use a washing machine c) How to use an electric iron d) How to make a coffee	How to make a coffee, first step is preparing the glass, and second is blend the coffee powder and bring into the glass. After that, pouring the hot water into the glass and then shake. And then serving the coffee.

### **2. Control Class**

The pre-test for students in the control class was conducted with students answering the researcher's questions orally, while the researcher recorded their responses and assigned scores based on the assessment rubric that have been prepared. This is an example of a transcript record from pre-test in the control class.

<b>Question</b>	<b>Answer</b>
Describe about the procedure text!	Procedure text is text that explain how to do something or how to make something
Select and create 1 example of procedural text from the following categories! a) How to make a rice using a rice cooker b) How to use a washing machine c) How to use an electric iron d) How to make a coffee	How to make a coffee. First, bring a mug and boiling a water. And then put the coffee and sugar in the mug. And last, put the hot water into the mug.

## *Appendix XI Transcript Record Post-test*

### **1. Experimental Class**

The post-test for students in the experimental class was conducted with students answering the researcher's questions orally, while the researcher recorded their responses and assigned scores based on the assessment rubric that have been prepared. This is an example of a transcript record from post-test in the experimental class.

<b>Question</b>	<b>Answer</b>
Describe about the procedure text!	Procedure text is text step by step inform how to make a something. Simple present, conjunction, numbering
Select and create 1 example of procedural text from the following categories! a) How to make a rice using a rice cooker b) How to use a washing machine c) How to use an electric iron d) How to make a coffee	Rice cooker. First, put the rice in the pot. Second, dry at the pot. Third, dry with outside in the pot. Next put the rice cooker and wait five minutes. And finally put the rice in plate.

### **2. Control Class**

The post-test for students in the control class was conducted with students answering the researcher's questions orally, while the researcher recorded their responses and assigned scores based on the assessment rubric that have been prepared. This is an example of a transcript record from post-test in the control class.

<b>Question</b>	<b>Answer</b>
Describe about the procedure text!	Procedure text is a text the provide information, inform of instruction or direction, such as how to use and make something
Select and create 1 example of procedural text from the following categories! a) How to make a rice using a rice cooker b) How to use a washing machine c) How to use an electric iron d) How to make a coffee	How to use electric iron. First, place the iron board on the safe place. And connect the iron into the electric cable. Select the temperature level. Move the iron into the board. Put the clothes on the board, and safe place.

*Appendix XII Research Verification Letter*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA KEDIRI  
MADRASAH ALIYAH NEGERI 1  
Jalan Sunan Ampel, Ngronggo, Kota Kediri, Kode Pos 64127  
Telepon/Faksimile: (0354) 685322, (0354) 672248;  
Email: mansatukodri@gmail.com

**SURAT KETERANGAN**

NOMOR: B- 564/Ma.13.24.01/PP.00.9/03/2026

Yang bertanda tangan di bawah ini,

Nama : Fanny Hargianto, S.Pd.  
NIP : 196912151996011001  
Jabatan : PIt. Kepala Madrasah Aliyah Negeri 1 Kota Kediri

dengan ini menerangkan bahwa mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim Malang Kediri:

Nama : ITTAQITAFUZI  
NIM : 220107110044  
Jurusan : Tadris Bahasa Inggris (TBI)

telah melakukan penelitian di Madrasah Aliyah Negeri 1 Kota Kediri pada tanggal 27 Januari – 4 Februari 2026 dalam rangka menyelesaikan studi dan menyusun skripsinya yang berjudul "The Effectiveness of STAD (Student Team-Achievement Division) toward English Speaking Anxiety in Senior High School Level".

Demikian surat keterangan ini dibuat dengan sebenarnya.

Kediri, 21 Maret 2026  
PIt. Kepala,  
  
Fanny Hargianto



*Appendix XIII Documentations*



## *Appendix XIV Curriculum Vitae*

### **CURRICULUM VITAE**

Nama Lengkap : Ittaqitafuzi  
Tempat, Tanggal Lahir : Jombang, 06 Desember 2003  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim  
Alamat Rumah : Jl. KH. Masyhuri 01, RT.02/RW.02, Ngampel,  
Gajah, Ngoro, Jombang, Jawa Timur  
No.Hp/Telepon : 085859844092  
Alamat E-mail : [tacitafu06@gmail.com](mailto:tacitafu06@gmail.com)



### **Riwayat Pendidikan**

- |                                     |           |
|-------------------------------------|-----------|
| 1. TK Muslimat 53                   | 2008-2010 |
| 2. MI Islamiyah Kwarangan           | 2010-2016 |
| 3. MTs Darun Najah                  | 2016-2019 |
| 4. MAN 1 Kota Kediri                | 2019-2022 |
| 5. UIN Maulana Malik Ibrahim Malang | 2022-2026 |

Malang, 8 Mei 2026

Mahasiswa,

Ittaqitafuzi

NIM. 220107110044