

**THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD)
TOWARD STUDENT'S SPEAKING ABILITY AT VIII GRADE JUNIOR
HIGH SCHOOL 1 KOTO BALINGKA**

THESIS

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
DECLARATION

Hereby I declare that this thesis entitled “**The Effect of Student Team Achievement Division Toward Students’ Speaking Ability at VIII Grade Junior High School 1 Koto Balingka**”, is true my own work. I quoted some theories of this Research from several references and sources. In the following day proved that this thesis is not my own work, I will be ready to take a consequence.

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ABSTRACT

Mei Hartina, 2018 : The Effect Of Student Team Achievement Division (STAD) Toward Student's Speaking Ability At VIII Grade Junior HighSchool 1 Koto Balingka.

This study was based on the facts that most students at Class VIII of Junior High School 1 Koto Balingka had some problems in speaking. Their difficulties that the students faced in speaking was caused by some factors came from themselves and also inappropriate strategy that used by English teacher. So that, the researcher used STAD Technique to solve the students' problems in speaking. STAD Technique helped students to increase students' vocabulary and comprehension. The purpose of this study was to determine whether there was any significant difference on students' speaking skill between the students' who were taught by using STAD Technique and those who are taught without using STAD Technique at VIII Grade of Junoir High School 1 Koto Balingka.

The design of the research was experimental research. The population was class VIII in 2017/2018 academic year. Students who were taught by the same teacher and consists of 116 students contributed into four classes. The sample consists of 55 students contribute into two classes were chosen through cluster random sampling. The two classes were decided to be class experiment (VIII_A/ 28 students) and class control (VIII_B/ 27 students). The experiment class was taught by STAD Technique, while control class was taught by using conventional technique. Both classes were taught by the same materials and teacher. The data of this research were collected by using speaking test. Then, post-test was given after doing treatment for six meetings to determine the effect of using STAD technique.

The result of this research shows that the mean score of post-test of experimental class was 74.64 with 53.51 standard deviation while the control class was 56.55 with 43.72 standard deviation. The data of this research were analyzed by using the formula t-test. From the calculation of the result of the test, it was indicated that t-calculated was 10.64 and t-table 1.67412 with $\alpha = 0.05$ and degree of freedom (df) 55. So that t-calculated was greater than t-table ($10.64 > 1.67412$). It means that STAD Technique gave significant effect on students' speaking skill especially in vocabulary and comprehension component.

It is concluded that STAD Technique could improve students' speaking ability especially vocabulary and comprehension at VIII Grade of Junior High School 1 Koto Balingka. It is recommended that, the English teacher should determine the use of STAD Technique in teaching speaking. Then, for other researcher, it is suggested to carry out further studies about the use of STAD Technique in developing students' speaking skill.

ABSTRAK

Mei Hartina, 2018: The Effect of Student Team Achievement Division Toward Students Speaking Ability at VIII Grade Junior High School 1 Koto Balingka

Penelitian ini didasari oleh fakta bahwa Siswa di kelas VIII SMPN 1 Koto Balingka mempunyai beberapa masalah dalam berbicara. Kesulitan yang dihadapi siswa disebabkan oleh beberapa faktor yang berasal dari siswa sendiri dan juga kurang tepatnya teknik guru dalam proses pembelajaran bahasa Inggris. Untuk itu, peneliti menggunakan STAD teknik untuk menyelesaikan masalah penelitian ini. Teknik STAD membantu siswa dalam meningkatkan kosa kata dan pemahaman mereka dalam menyusun sebuah kalimat yang bagus. Tujuan penelitian ini adalah untuk menentukan apakah ada perbedaan yang signifikan pada hasil speaking siswa antara siswa yang diajarkan dengan menggunakan STAD teknik dengan siswa yang diajarkan tanpa menggunakan STAD Teknik.

Penelitian ini berbentuk eksperimen. Populasi dari penelitian ini adalah kelas VIII tahun akademik 2017/2018 dengan jumlah siswa 116 siswa yang terdiri dari empat kelas yang berbeda dan diajarkan oleh guru yang sama. Sampel dipilih dengan teknik cluster random sampling yang terdiri dari 55 siswa terbagi ke dalam dua kelas; kelas experiment (VIII_A/28 orang) dan kelas control (VIII_B/ 27 orang). Kelas eksperimen diterapkan STAD Teknik, sedangkan kelas control dengan teknik konvensional. Kedua kelas diajar dengan guru dan materi yang sama. Data dikumpulkan dengan speaking test. Kemudian, post-test diberikan setelah lima kali treatment untuk melihat pengaruh penggunaan STAD Teknik pada kemampuan berbicara siswa.

Hasil penelitian menunjukkan bahwa nilai rata-rata post test kelas experiment 74.64 dengan standar deviasi 53.51 dan rata-rata post test kelas kontrol 56.55 dengan standar deviasi 43.72. Data analisis dari penelitian ini menggunakan formula t test. Berdasarkan hasil penjumlahan test, menyatakan bahwa t hitung 10.64 dan t table 1.67412 dengan α 0.05 dengan tingkat keyakinan 55. Jadi, itu menyatakan bahwa t hitung lebih besar dari pada t table ($10.64 > 1.67412$). Hal tersebut menyatakan bahwa STAD Teknik memberikan pengaruh yang efektif terhadap kemampuan berbicara siswa, khususnya dalam kosa kata dan pemahaman siswa.

Dapat disimpulkan bahwa STAD Teknik dapat meningkatkan kemampuan berbicara siswa khususnya pada kosa kata dan pemahaman siswa pada kelas VIII SMP N 1 Koto Balingka. Disarankan kepada guru bahasa Inggris untuk menggunakan STAD teknik. Kemudian bagi peneliti yang lain disarankan untuk melakukan penelitian lebih lanjut tentang penggunaan STAD teknik dalam mengembangkan kemampuan bahasa Inggris siswa.

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Last but not least, I realized that this thesis is not perfect. That is why I hope the readers will give contribution, criticism, and suggestion. I also strongly believed that a further potential configuration of any strategy beside the one stated in this thesis may have also effectively succeeded as long as the strategy meets the requirement to integrate within the learning objectives. However, the writer is conformed to any critics and arguments to make further studies of the same field as better result. Researcher finally hope this thesis will be acceptable and will meet the requirements as it should be.

Padang, August 2018
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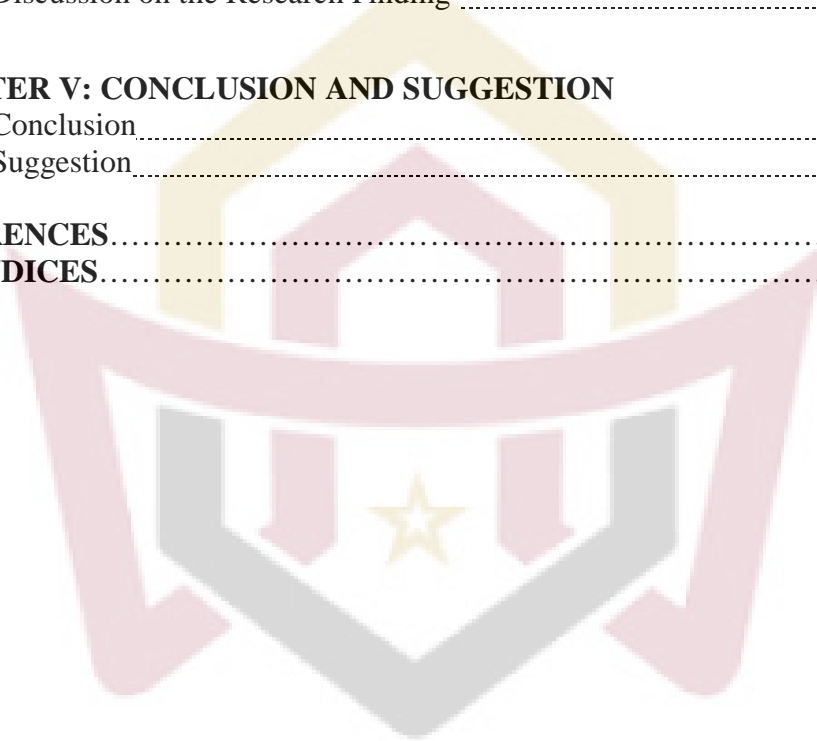
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