

**THE COMPARISON BETWEEN COOPERATIVE LEARNING  
TYPE THINK PAIR SHARE (TPS) AND STUDENT TEAMS  
ACHIEVEMENT DIVISION (STAD) OF STUDENTS'  
ACHIEVEMENT IN SPEAKING SKILL AT  
IX CLASS SMPN 2 OF LABAKKANG  
KABUPATEN PANGKEP**



**2018**

SKRIPSI

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ACHIEVEMENT DIVISION (STAD) OF STUDENT'S  
ACHIEVEMENT IN SPEAKING SKILL AT  
IX CLASS SMPN 2 OF LABAKKANG  
KABUPATEN PANGKEP**



By

**SRI ADLIYANI ANNAS**

**Reg. Num: 14.1300.011**

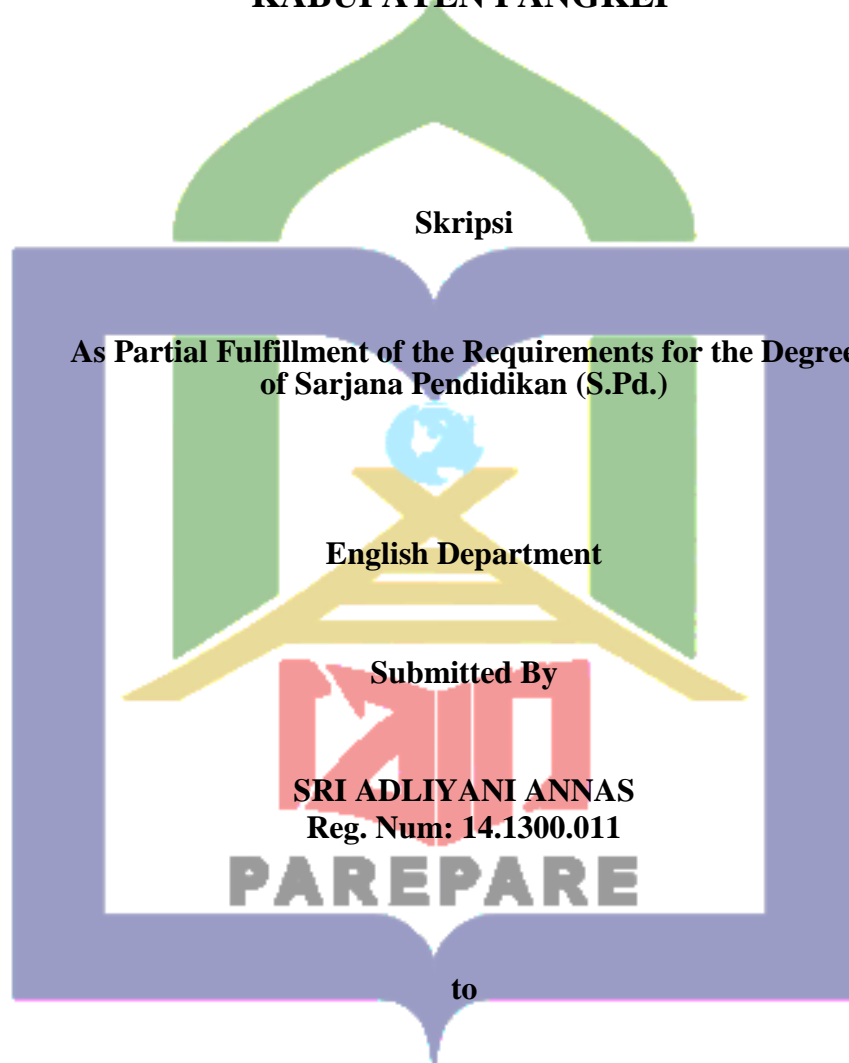
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TARBIYAH AND ADAB DEPARTMENT  
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PAREPARE**

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**ENGLISH PROGRAM  
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PAREPARE**

**2018**

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name : SRI ADLIYANI ANNAS  
The Title of Skripsi : The Comparison Between Cooperative Learning Type Think Pair Share (TPS) and Student Teams Achievement Division (STAD) of Student's Achievement in Speaking Skill at IX Class SMPN 2 Of Labakkang Kabupaten Pangkep  
Student's Reg. Number : 14.1300.011  
Department : Tarbiyah and Adab  
Study Program : English Program  
By Virtue of Consultant : SK. Ketua Jurusan Adab and Tarbiyah  
Degree : Number Sti.08/PP.00.9/2645/2017

Has been legalized by  
Consultant

Consultant : Dr. Abu Bakar Juddah, M.Pd

NIP : 19600505 1991 02 1 001

Co-Consultant : Dra. Hj. Nanning, M.Pd

NIP : 19680523 200003 2 005

(.....)  
(.....)

Approved by:

The Chairman of Tarbiyah and Adab Department



Bahjar, S.Ag., M.A.  
NIP: 19720505 199803 1 004



## SKRIPSI

# THE COMPARISON BETWEEN COOPERATIVE LEARNING TYPE THINK PAIR SHARE (TPS) AND STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) OF STUDENTS' ACHIEVEMENT IN SPEAKING SKILL AT IX CLASS SMPN 2 OF LABAKKANG KABUPATEN PANGKEP

Submitted by

**SRI ADLIYANI ANNAS**

**Reg.Num: 14.1300.011**

Had been examined of July 11<sup>th</sup>, 2018 and had been declared  
That it fulfilled the requirements

Approved by  
Consultant Commissions

Consultant : Dr. Abu Bakar Juddah, M.Pd

NIP : 19600505 1991 02 1 001

Co-Consultant : Dra. Hj. Nanning, M.Pd

NIP : 19680523 200003 2 005

(.....)  
(.....)

The Rector of IAIN Parepare

The Chairman of Tarbiyah and Adab  
Department,



**Dr. Ahmad Sultra Rustan, M.Si**  
**Nip. 19640427 198703 1 002**



**Baktiar, S.Ag., M.A.**  
**Nip. 19720505 199803 1 004**



## ENDORSEMENT OF EXAMINER COMMISSION

Name : SRI ADLIYANI ANNAS  
The Title of Skripsi : The Comparison Between Cooperative Learning Type Think Pair Share (TPS) and Student Teams Achievement Division (STAD) of Student's Achievement in Speaking Skill at IX Class SMPN 2 Of Labakkang Kabupaten Pangkep  
Student's Reg. Number : 14.1300.011  
Department : Tarbiyah and Adab  
Study Program : English Program  
By Virtue of Consultant : SK. Ketua Jurusan Adab and Tarbiyah  
Degree : Number Sti.08/PP.00.9/2645/2017  
Date of Graduation : July 11<sup>th</sup>, 2018

### Approved by Examiner Commissions

Dr. Abu Bakar Juddah, M.Pd.	(Chairman)	(.....)
Dra. Hj. Nanning, M.Pd.	(Secretary)	(.....)
Dr. H. Saepudin, S.Ag., M.Pd.	(Member)	(.....)
Mujahidah, M.Pd.	(Member)	(.....)

Cognizant of:

The Rector of IAIN Parepare 



Dr. Ahmad Sultra Rustan, M.Si.  
Nip: 19640427 198703 1 002

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Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah swt. always bless us now and forever, Amin.

Parepare, May 15<sup>th</sup> 2018

The Writer,



SRI ADLIYANI ANNAS

14.1300.011



## DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

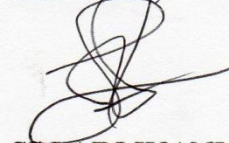
The writer who signed the declaration below:

Name : SRI ADLIYANI ANNAS  
Student's reg. Number : 14.1300.011  
Place, Date of Birth : Taraweang, 19<sup>th</sup> of August 1998  
Study Program : English Program  
Department : Tarbiyah and Adab  
Title of Skripsi : The Comparison Between Cooperative Learning Type Think Pair Share (TPS) and Student Teams Achievement Division (STAD) of Student's Achievement in Speaking Skill at IX Class SMPN 2 Of Labakkang Kabupaten Pangkep

Stated that this skripsi was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been got would be postponed.

Parepare, May 15<sup>th</sup> 2018

The Writer,



SRI ADLIYANI ANNAS  
14.1300.011

## ABSTRACT

**Sri Adliyani Annas**, *The Comparison Between Cooperative Learning Type Think Pair Share (TPS) and Student Teams Achievement Division (STAD) of Students' Achievement in Speaking Skill at IX Class SMPN 2 Of Labakkang Kabupaten Pangkep.* (Supervised by Abu Bakar Juddah and Nanning)

This study is to see comparing cooperative learning type Student Teams Achievement Division (STAD) and Think Pair Share (TPS) in speaking achievement of the third year students of SMP Negeri 2 Labakkang. The subject of this research is IX. A and B class which is consisted of 40 students. The sample was taken by using purposive sampling.

The design in this research was pre-experimental with one shot case design. The researcher did the treatment, and students did the post-test. It aimed to know comparison between using cooperative learning type STAD or TPS of students' achievement in speaking skill.

The result of the data analysis: the mean score of STAD (63), TPS type (54) and the variant of STAD (74,74) and TPS (130,35). T-test result in which the value of t-test was 2,81 it was greater than t-table was 1,68 at the level significance 0,05 and degree of freedom (df) was 38. The result of the research showed that the students achievement more high if using STAD than TPS.

**Keywords :** Cooperative Learning, STAD, TPS, and Speaking skill.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

In the globalization era, education had important role for making a country can compete in international rank. This have a correlation with the quality of the human to develop their country. The people all over the world cannot deny that the globalization will have a big impact on the nations of the world. Indonesia as one of countries in the world cannot avoid the influence of globalization. Indonesia must be ready to face the challenges of globalization by improving human resources and maintaining stable condition of the century. One of requirements in facing the challenges of the globalization is mastering English as an international language.

In general, Education is a process for change the character of someone or people to improve their quality. In this time the system of education demand the students to active, creative, and innovative.

Teaching and learning are educational activities. There are interactions between teacher and learners in the classroom. All of learning processes in the class depend on teaching process itself, because teaching and learning cannot be separated. Teaching is a process of the transferring knowledge for someone while learning is processes of the conscious study usually done by the students in the aim at getting knowledge and information. By learning, the learners can understand and comprehend what they learn. But, students also show that the biggest influence

whether students have success in school depends on the quality of their teacher and his or her quality of instruction.

Cooperative learning is one of learning model that provides many opportunities for students to improve their problem solving skill. Cooperative learning make the students have to work together and dependent to the other people on the context structure of task, purpose, and reward.

According to Artz and Newman that cooperative learning is small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal<sup>1</sup>. In this method the teacher make a small group learning for the students can easy learn and communicate to the other student. Cooperative learning has potential in science classroom because of the following factors: (a) science students always work in group during science experiment in the laboratory therefore what they need is the skill to work in group (b) science classes are usually two periods with 40 minutes each, enough time for cooperative learning and (c) during experiment many values can be inculcated e.g cleanliness, trustworthy etc.

Various models of cooperative learning have been developed such as Student Teams Achievement Division (STAD), Jigsaw, Group Investigation, Think Pair Share (TPS), Cooperative Review and many type of this method.

Actually there are many strategies that can be used by the teachers in teaching speaking. But the teacher need the method can make the students active, creative and innovative in the classroom when they learn. English teacher at the third grade of SMPN 2 Labakkang say that just few students speak in the class when they are learn English, the problem is they have difficulties in using grammar, vocabulary,

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<sup>1</sup>Miftahul Huda, *Cooperative Learning (Metode, Model, Struktur dan Model Penerapan)* (Yogyakarta: Pustaka Pelajar, 2017) p. vii



and pronunciation. So, some of students are afraid to speak in front of the class and they do not want to embarrass themselves. It makes the students get low score in English test especially in speaking. According to the result of English exam, many students got under 70 while minimum standard score is 70 for the third year.

To solve the student's problem it is needed in order to make the students be motivated in speaking English in the classroom and out of classroom. Cooperative learning is method that the students learn in small group to solve the problem and completing the task to achieve the goals. In this research, the researcher will use the cooperative learning type Think Pair Share (TPS) and Student Teams Achievement Division (STAD) and comparing to know that which one the method effective for the teacher used in the class for teaching speaking. Then, the students more active and they can show their ability to defend their group. They can focus on the subject and do not feel bored.

Referring the explanation above, the researcher is interested to conduct a research and entitle is **the comparison between cooperative learning type think pair share (TPS) and student teams achievement division (STAD) of students' achievement in speaking skill at IX class SMPN 2 Labakkang Kabupaten Pangkep.**

## **1.2 Research Questions**

Based on the background above, the researcher proposes a research question as follows:

- 1.2.1 How the learning achievement in speaking skill students' using Cooperative Learning type Think Pair Share (TPS)?

- 1.2.2 How the learning achievement in speaking skill students' using Cooperative Learning type Student Teams Achievement Division (STAD)?
- 1.2.3 Is there any significance different between cooperative learning type Think Pair Share (TPS) with Student Teams Achievement Division (STAD) in achievement speaking at IX class of SMPN 2 Labakkang?

### **1.3 The Objective of Research**

- 1.3.1 To find out the achievement in speaking skill students' using Cooperative Learning type Think Pair Share (TPS).
- 1.3.2 To find out the achievement in speaking skill students' using Cooperative Learning type Student Teams Achievement Division (STAD).
- 1.3.3 To find out the information about the different between cooperative learning type Think Pair Share (TPS) with Student Teams Achievement Division (STAD) in achievement speaking at IX class of SMPN 2 Labakkang.

### **1.4 The Significance of the Research**

The research is expected to have both theoretical and practical contribution.

- 1.4.1 Theoretically significance
  - 1.4.1.1 It can be used for the researcher as consideration furthermore research about cooperative learning type Think Pair Share (TPS) in achievement speaking in the classroom.
  - 1.4.1.2 It can be used for the researcher as consideration furthermore research about cooperative learning type Student Teams Achievement Division (STAD) in achievement speaking in the classroom.
  - 1.4.1.3 We can know that the different between cooperative learning Think Pair Share (TPS) and Student Teams Achievement Division (STAD) in

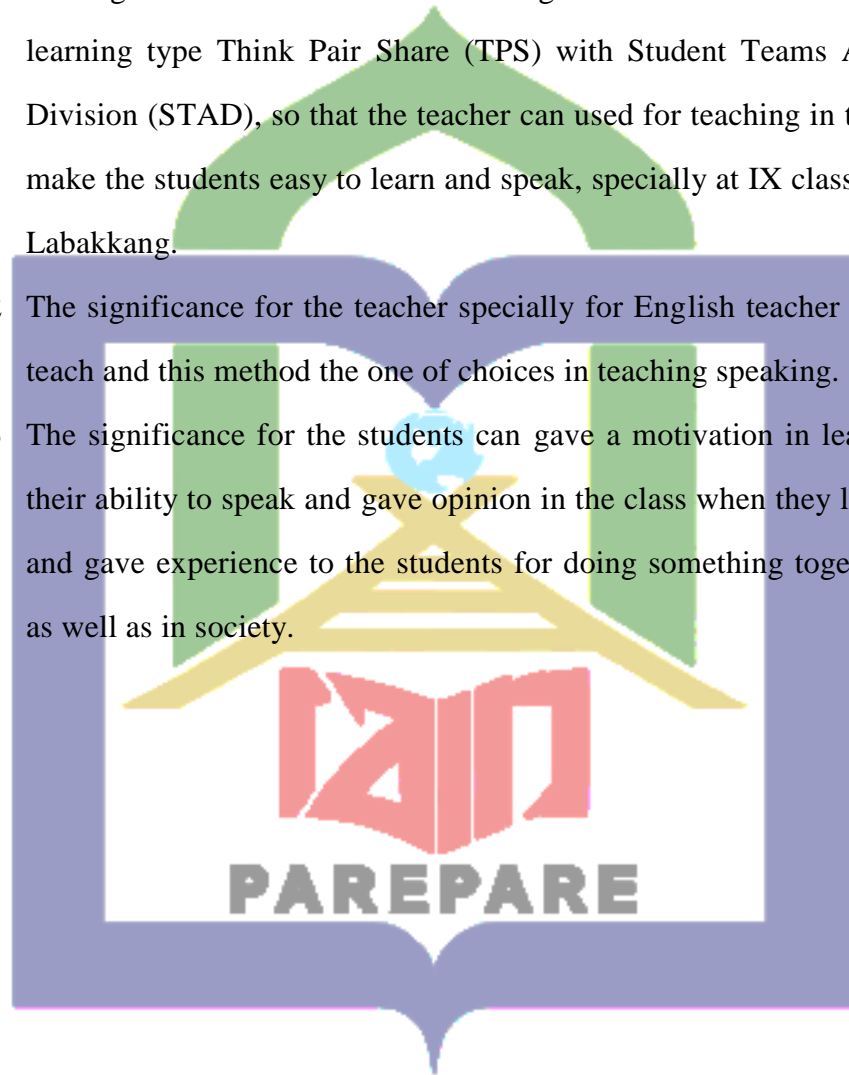
achievement speaking for the teacher can used in the classroom for make the student easy to learn.

#### 1.4.2 Practically significance

1.4.2.1 The significance for the research can gave information about cooperative learning type Think Pair Share (TPS) with Student Teams Achievement Division (STAD), so that the teacher can used for teaching in the class and make the students easy to learn and speak, specially at IX class of SMPN 2 Labakkang.

1.4.2.2 The significance for the teacher specially for English teacher can used for teach and this method the one of choices in teaching speaking.

1.4.2.3 The significance for the students can gave a motivation in learn, improve their ability to speak and gave opinion in the class when they learn English and gave experience to the students for doing something together in learn as well as in society.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Idea

##### 2.1.1 Definition of Cooperative Learning

There are some technical that call learning have as a base on social is cooperative learning and collaborative learning. According to Panitz that there the different between cooperative learning and collaborative learning. Collaborative learning is as a philosophy about the responsible by self and respected to the other. The students have a responsible toward learn and try to get information for answer the question that is confronted to them. The teacher be a facilitator and gave support to the students but not to gave instructions for group toward the result that has prepared. Cooperative learning is a broader concept that covers all of the kinds of group work include the form of instruction the teacher and led by the teacher. The teacher gave task and questions than prepared the answer of information who has designed by the teacher to help the students for solve the problem.<sup>2</sup>

According Roger and his friend say that Cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others<sup>3</sup>.

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<sup>2</sup>Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem* (Yogyakarta: Pustaka Pelajar, 2016), p. 73-74

<sup>3</sup>Miftahul Huda, *Cooperative Learning Model, Teknik, Struktur, dan Model Penerapan*, p. 29



Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learners is held accountable for his or her own learning and is motivated to increase the learning of others<sup>4</sup>. The important of cooperative learning is encourage the students to cooperate in a group for a period of time to mix the idea and different level ability. In cooperative learning, learners perform a learning task through a small group interaction.

According Slavin “cooperative learning refer to a variety of teaching methods in which students work in small group to help one another learn academic content”<sup>5</sup>.

Cooperative learning is part of a group of teaching/learning method where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into group and hoping for the best<sup>6</sup>.

Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. It is a well-researched instructional strategy and has been reported to be highly successful in the classroom. There is an every increasing need for interdependence in all levels of our society. Providing students with the tools to effectively work in a collaborative environment should be a priority. Cooperative learning is one way of providing students with a well defined framework from which to learn from each other. Students work towards fulfilling

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<sup>4</sup>J. Richard, *Approaches and Methods in Language Teaching*. Cambridge (University Press: London, 2001) p. 192

<sup>5</sup> Muhammad Faturrohman, *Model-model Pembelajaran Inovatif*. (Ar-Russ Media: Jogjakarta, 2015) p.45

<sup>6</sup>Alice Machperson, *Cooperative Learning Group Activities for Collage Course*, (Canada: Kwantlen University Collage, 2000) p.1.

academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.<sup>7</sup>

In conclusion, cooperative learning as the method of learning can give students the opportunities to share and to work together with their group in a learning activity among them in a classroom.

#### 2.1.1.1 Types of Cooperative Learning

There are several kinds of cooperative learning, which include formal cooperative learning group, informal cooperative learning group, cooperative base group.

##### 2.1.1.1.1 Formal Cooperative Learning Group

Formal cooperative learning is students work together, for one class period to several weeks, to achieve shared learning goals and to complete specific tasks and assignments<sup>8</sup>. Students work together for one or several sessions to achieve shared learning goals and complete jointly specific tasks and assignments. Formal cooperative learning groups provide the foundation for all other cooperative learning procedures. They are structured through pre-instructional decisions, setting the task and the cooperative structure, monitoring the groups while they work and intervening to improve task work and teamwork, and evaluating student learning and processing group functioning.<sup>9</sup>

<sup>7</sup>Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem*. p.45

<sup>8</sup>Ratna Sari “*The Influence of Cooperative Learning (Think Pair Share Technique) in Teaching Descriptive Writing*” (Unpublished Skripsi UIN Syarif Hidayatullah Jakarta, 2014). p.18

<sup>9</sup>Roger T. Johnson and David W. Johnson, *Cooperative Learning*. (Minnesota: University Of Minnesota), p.13

#### 2.1.1.1.2 Informal Cooperative Learning

Incorporates group learning with passive teaching by drawing attention to material through small groups throughout the lesson, and typically involves groups of two (e.g. torn-to-your-partner discussions). These groups are often temporary and can change from lesson to lesson (very much unlike formal learning where 2 students may be lab partners throughout the entire semester contributing to one another's knowledge of science).<sup>10</sup> Informal cooperative learning groups are temporary, ad-hoc groups that last from a few minutes to one class period. During a lecture, demonstration, or film they can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectation as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session. During direct teaching the instructional challenge of the teacher is to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. Informal cooperative learning groups are often organized so that students engaged in three-to-five minute focused discussions before and after a lecture and three-to-five minute turn-to-your-partner discussions interspersed throughout a lecture<sup>11</sup>

#### 2.1.1.1.3 Cooperative Base Group

There are long-term heterogeneous cooperative learning groups with stable membership. The purpose of the base group are to gavethe support, help, encouragement, and assistance each member needs to make academic progress

<sup>10</sup>[http://en.m.wikipedia.org/wiki/Cooperative\\_learning](http://en.m.wikipedia.org/wiki/Cooperative_learning)

<sup>11</sup> David W. Johnson and Roger T. Johnson, *Cooperative Learning* (Minnesota: Innovacion Educacion I Congreso Internacional, 2017), p.5

(attend class, complete all assignment, learn) and develop cognitively and socially in healthy ways.<sup>12</sup> Cooperative base group are long-term, stable group that last for at least a year made up of individuals with different aptitude and perspectives. They provide a context in which students can support each other in academics as well as in other aspects of their lives. The group members make sure everyone is completing their work and hold each other accountable for their contributions. Implementing cooperative base group in such a way that students meet regularly for the duration of a course completing cooperative learning tasks can provide the permanent support and caring that students need “to make progress and develop cognitively and socially in healthy ways.”<sup>13</sup>

#### 2.1.1.2 The Principle of Cooperative Learning

For implementing cooperative learning the teacher should have known and understood some principles in cooperative learning, they are:

- 2.1.1.2.1 Students are encourage to think “positive interdependence” which means that the students are not thinking competitively and individualistically and in terms of the group.
- 2.1.1.2.2 In cooperative learning, students often stay together in the same group for a period of time so they can learn how to work batter together. The teacher usually assigns students to the group so that the groups are mixed.
- 2.1.1.2.3 The effort of an individual help not only the individual to be awarded, but also others in the class.

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<sup>12</sup> Ratna Sari, “The Influence of Cooperative Learning (Think Pair Share Technique) in Teaching Descriptive Writing” (Sarjana Skripsi; Faculty of Tarbiyah and Teachers’ Training: Jakarta, 2014). p.18

<sup>13</sup><https://serc.carleton.edu/introgeo/cooperative/group-types.html>

2.1.1.2.4 Social skill such as acknowledging another's contributions, asking other to contribute and keeping the conversation calm need to be explicitly thought.

2.1.1.2.5 Language acquisition is facilitated by students interacting in the target language.

2.1.1.2.6 Although students work together, each students is individually accountable.

2.1.1.2.7 Responsibility and accountability for each other's learning is shared.<sup>14</sup>

#### 2.1.1.3 Advantages of Cooperative Learning

Cooperative learning is supported by one of the strongest research traditions education, with thousand of studies conducted across a wide range of subject areas, age group ability levels and cultural backgrounds. The result in general suggest that cooperative learning develops high-score thinking skills, enhances motivation and improve interpersonal relations as well as enhancing motivation and peer relations (Slavin, 1985). Students can be learning independent, who can learn how to learn by their own in groups. Most important is that cooperative learning exploits the diversified abilities of students to increase their cognitive, psychological and social performance, and as such, it is an effective way to address the problem of individual differences.<sup>15</sup> The advantages of cooperative learning they are:

<sup>14</sup>Ratna Sari, "The Influence of Cooperative Learning (Think Pair Share Technique) in Teaching Descriptive Writing" (Sarjana Skripsi; Faculty of Tarbiyah and Teachers' Training: Jakarta, 2014). p.20.

<sup>15</sup>Muliyadi " *Implementation of Cooperative Learning: Three Step Interviews to Improve Students Speaking Skill At The Second Grade of SMAN 6 Pinrang*" (Unpublish Skripsi STAIN Parepare, 2014) p.17-18.

- 2.1.1.3.1 It has been shown to have a positive effect on student learning when compared to individual or competitive conditions.
- 2.1.1.3.2 It has the potential to produce a level of engagement that other forms of learning cannot.
- 2.1.1.3.3 Students may explain things better to another student than a teacher to a class. Students learn how to teach one another and explain material in their own words.
- 2.1.1.3.4 Questions are more likely to be asked and answered in a group setting.
- 2.1.1.3.5 Positive interdependency is achieved as individuals feel that they cannot succeed unless everyone in their group succeeds.
- 2.1.1.3.6 Interpersonal and collaboration skills can be learned in a cooperative learning activity.
- 2.1.1.3.7 Cooperative learning has the potential to meet more learning style needs more learning style needs more of the time than individualized direct instruction.
- 2.1.1.3.8 Sends the symbolic message that the class is egalitarian and classless.
- 2.1.1.3.9 Higher ability students are in a position to be experts, leaders, models and teachers; lower ability students get the benefits of having higher ability students in their group.
- 2.1.1.4 Disadvantages of Cooperative Learning

The disadvantages of cooperative learning they are:

- 2.1.1.4.1 A burden is making the students responsible for each other's learning apart from themselves.

- 2.1.1.4.2 One study showed that in groups of mixed ability, low-achieving students become passive do not focus on the task.
- 2.1.1.4.3 Depending on an individual's motivation and interest on a particular subject that will determine how well they would learn.
- 2.1.1.4.4 The goal of scaffolding is for students to become independent and able to think by themselves, without the help of others.
- 2.1.1.4.5 High stakes create increased chances for conflict and therefore need for conflict resolution skills.
- 2.1.1.4.6 It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else.
- 2.1.1.4.7 Higher ability students may not experience the stimulation or challenge that they would with other higher ability students.
- 2.1.1.4.8 Lower ability students may feel perpetually in need of help rather than experiencing the role of leader or expert relative to the others in their group.

## 2.1.2 The Concept of Think-Pair-Share (TPS) Method

Think Pair Share is a cooperative technique that quickly becomes an entire class technique and a pedagogy designed to provide learners with “food for thought” on a given topic and concept thereby enabling them to bring out and share their individual ideas with each other (Ariyani, 2011); Janoah, 2013). Think pair share was developed by Frank Lyman of the University of Maryland in 1981 (Layman, 1981). Success for all foundation (2008) affirmed that Think Pair Share is a questioning technique that is used to keep all students actively involved in class discussion and provides an opportunity for everyone to share an idea and answer to every question



posed by the teacher. Think Pair Share (TPS) is suitable for assessment for learning in Economics classroom. The operational definition of Think Pair Share (TPS) is thus a cooperative teaching strategy that includes four components: time for teacher to pose a question, time for students to think, time for sharing in pairs and time for each to pair to share back to the whole class.<sup>16</sup>

Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other. The whole pattern of think pair share are divide 3 steps, which are thinking, pairing, and sharing.

Step 1-Thinking: the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer with the issue. Students need to be taught that talking is not part of thinking time.

Step 2-Pairing: next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than five minute for pairing.

Step 3-Sharing: in the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair continue until about a fourth or a half of the pairs have had a chance to report.<sup>17</sup>

<sup>16</sup> Okechukwu Onyienye Nwaubani, *et al.*, eds., "Effects of Think-Pair-Share (TPS) and Student Teams-Achievement Division (STAD) Instructional Strategies On Senior Secondary School Student Achievement In Economics, *Australian Journal of Basic and Applied Science*.<http://ajbasweb.com> (28 November 2017)

<sup>17</sup> Ratna Sari "The Influence of Cooperative Learning (Think Pair Share Technique) in Teaching Descriptive Writing" (Unpublish Skripsi UIN Syarif Hidayatullah Jakarta, 2014). p.23-24

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their own thinking, and then share their ideas with the group. The following are the steps of Think-Pair-Share:

- 2.1.2.1 Decide on how to organize students into pairs.
- 2.1.2.2 Pose a discussion topic or pose a question.
- 2.1.2.3 Gave students at least 10 second to think on their own (“think time”).
- 2.1.2.4 Ask students to pair with a partner and share their thinking.
- 2.1.2.5 Call on a few students to share their ideas with the rest of the class the think, pair, share.<sup>18</sup>

Think Pair Share model consist of some steps, Kagan (2009) states that there are five steps in Think Pair Share model, they are:

#### 2.1.6.1 Organizing Students Into Pairs.

Think Pair Share model is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have higher chance each other closely, and it will increase the respect of a student to others.

#### 2.1.6.2 Posing The Topic or a Question.

Next step is posing a question or a topic to the students. This question should be in general and has many kinds of answer. For example, “what do you know about narrative?” if they read a text, the

<sup>18</sup> Halimah, “The Application of Cooperative Learning to Enhance Students’ Reading Comprehension Through Think-Pair-Share (TPS) Method. (Unpublish Skripsi STAIN Parepare, 2012). P.21-22.

question may “what is the message in the text?” it makes the students think deeper and deeper, and they can give their opinions in many aspects.

#### 2.6.1.3 Giving Time To Student To Think.

The teacher should give the students several minutes to think an answer of the question given before. They should analyze the question and use their critical thinking to answer it. Hopefully, each student has a different answer to be shared to his or her classmate.

#### 2.6.1.4 Asking Students to Discuss with Their Partner and Share Their Thinking.

In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into higher level by gathering one pair into another pair, so that there will be some groups that consist of four students in each group. It means that there will be many ideas to be shared in order to find the best answer, and it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

#### 2.6.1.5 Calling On a Few Students To Share Their Ideas With The Rest Of The Class.

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and

the others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.

There are many benefits of Think Pair Share model. This kind of model can help the students to improve their communicative skill by discussing with their classmate. Moreover, they can share their knowledge each other, and it makes their affective aspect improve rapidly. Kangan, mentions some benefits of Think Pair Share model, they are:

1. When students have appropriate "think time" the quality of their responses improves.
2. Students are actively engaged in thinking.
3. Thinking becomes more focused when it is discussed with a partner.
4. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
5. Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.
6. No specific materials are needed for this strategy, so it can be easily incorporated into lessons.
7. Building on the ideas of other is an important skill for students to learn.<sup>19</sup>

#### 2.1.3 The Concept of Student Teams-Achievement Division (STAD) Method

Student Teams-Achievement Division (STAD) is one a set of instructional techniques developed and researched by Robert E. Slavin at John Hopkins University collectively known as Student Team Learning. It is the oldest and most extensively

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<sup>19</sup> Dino Sugiarto and Puji Sumarsono, "The Implementation of *Think-Pair-Share* Model to Improve Student's Ability In Reading Narrative Texts" *International Journal of English and Education*, vol. 3(July 2014), p. 209-210. <https://scholar.google.co.id>. (Diakses 04 Desember 2017).

researched forms of cooperative learning along with Teams Games Tournaments (TGT)<sup>20</sup>. These techniques are based on idea of having students work in cooperative learning teams to learn academic objectives<sup>21</sup>. From several studies that have been conducted regarding the Student Teams Achievement Division (STAD) cooperative learning models that use this learning to improve student achievement. Armstrong, in his research through the use of the Student Learning Model Student Teams Achievement Division (STAD) Level 12 in Mississippi Suburbs area, stating that the use of Student Teams Achievement Division (STAD) model of learning becomes fun and learning materials to be easily understood<sup>22</sup>.

In Student Teams Achievement Division (STAD), students are assigned to four-member learning teams that are mixed in performance, level, gender and ethnicity. It is to accelerate the achievement of all students. Student Team Achievement Division (STAD) share the idea that students work together to learn and responsible for their teammates' learning as well as their own. There are three concept that are central to Student Teams Achievement Division (STAD), are:

1. Teams Reward.

Teams may earn certificates or reward if they achieve above a designated criterion. However, there is no competition among the students.

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<sup>20</sup> Robert A Slavin, *Cooperative Learning: Theory, Research and Practice*, second edition, (Boston: Allyn and Bacon, 1990), p.71

<sup>21</sup>Sholomon Sharan, *Handbook of Cooperative Learning Methods*. London: PreagerPublisher, 1999), p.3.

<sup>22</sup> Idha Novianti, "Experimentation Cooperative Learning Student Team Achievement Division (STAD) Type Viewed From Learning Motivation" *Asian Journal of Education and e-Learning* (ISSN: 2321-2454), vol. 1(December 2013), p. 273. <https://ajouronline.com>. ( Diakses 04 Desember 2017).

## 2. Individual Accountability.

It means that in Student Teams Achievement Division (STAD), the team's success depend on the individual learning of all team members.

## 3. Equal Opportunity For Success.

It means that what students contribute to their teams is according to their improvement over their own past performance. From the several statement above, the writer sums up that the Student Teams Achievement Division (STAD) is a learning techniques where students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. Students have equal opportunity to learn and students are rewarded for doing batter than they have in the past they will be more motivated.<sup>23</sup>

STAD can be applied to a wide range of situation. According to Salvin although STAD is not a comprehensive teaching method it can administrated to organize classes, which can in turn precipitate the success of all students. The major principle behind the approach is that learners cooperate to learn and be held accountable with respect to their teammates and their own achievements<sup>24</sup>.

Furthermore, Slavin brings forward the general procedures to follow when preparing STAD include the following step:

<sup>23</sup>Riswan, *Using Student Team Achievement Division (STAD) Technique to Improve Reading Comprehension at The Second Year of SMA Negeri 3 Parepare*, (Unpublish, Skripsi STAIN Parepare, 2015)

<sup>24</sup> Ehsan Alijanian, *The Effect of Student Teams Achievement Division Technique on English Achievement of Iranian EFL Learners*. (Finland: ACADEMIC PUBLISHER, 2012), p.1971.

### 1. Materials

Preparing speaking materials, teacher select the topic and specially designs them for Student Teams Achievement Division (STAD) technique, which might adapt from textbook or other published sources or with teacher made materials.

### 2. Assigning Students to Teams

Teams in Student Teams Achievement Division (STAD) should be heterogeneous. Teachers do not allow letting student choose their own teams, because they will tend to choose others like themselves. Instead, follow these steps:<sup>25</sup>

1. Making copies of team summary sheets for every student in class.
2. Ranking students in your class from highest to lowest performance.
3. Deciding on the number of team. Each team should have four or five member if possible.
4. Assigning student to teams.
5. Determining initial base score.

The base score represent students' average score on past quizzes. Otherwise, use students' final grade from the previous year.

### 3. Team Building

Before starting any cooperative learning program, it is a good idea to start off with one or more team-building exercises just to gave team members a chance to do something fun and to get to know one another.

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<sup>25</sup>Anita Lie, *Cooperative Learning: Mempraktekan Cooperative Learning di Ruang Kelas*, (Jakarta: Grasindo, 2003), p.28.



#### 4. Grading

Report card grade should be based on students' actual quiz score, not only their improvement points or team scores. From the details given above, the writer sums up that before implementing Student Teams Achievement Division (STAD) in class, teacher should to know the techniques of using Students Teams Achievement Division (STAD) itself, in order to make learning activities fun and enjoyable.

The benefits of STAD as follow:

1. Encouraging learners to work together for both the common and individual good.
2. Making students feel better about themselves and to be more accepting of others.
3. Students will have an equal opportunity to learn.
4. Students with lower abilities are more likely to improve their achievement in mixed group.
5. Students will be active in teaching process.

#### 2.1.4 Teaching Speaking

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is base on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication authentic activities, and meaningful tasks that

promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task<sup>26</sup>.

There are others technique in teaching speaking, the first technique is guided speaking with an emphasis on pronunciation and limited speaking with a clue-clue or a track that had been planned in advances. The second technique is responsive speaking. The ability to speak can be stimulated from reading (English), and very rich with vocabulary reading and language structures. In this second technique, traffic speaking students came up with this reading stimulation. The third technique is productive speaking. Speaking with a broad discourse in this technique is primary purpose, but can only b obtained if the student has mastered the both technique follow. The third teaching is very suitable to the condition of small classes or large classes.

#### 2.1.4.1 The Elements of Speaking

Speaking skills are the ability to perform the linguistic knowledge in actual communication. The ability functions to express our ideas, feelings, thought and needs orally. Heaton has classifies in general the elements of speaking skills into the ‘*accuracy*’, ‘*fluency*’, and ‘*comprehensibility*’. The *accuracy* is concerned with the grammar, vocabulary, and pronunciation. If someone speak English, the understanding of the English grammar should be paid attention in order that the utterances produced are grammatically correct, so that the listener understands those utterances. Similarly, the *vocabulary* is also important in speaking skills. Large vocabulary should be improved in order their ideas both oral and written from if they

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<sup>26</sup> Hayriye Kayi., “Teaching Speaking: Activates to Promote Speaking in a Second Language, *the internet TESL Journal*.<http://unr.edu/homepage/hayriyek> (06 December 2017)

do not have ‘*pronunciation*’. It is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Correct pronunciation of individual sounds and words make the listener able to hear and distinguish the words we are saying. In this case, there are two features of pronunciation: segmental and supra-mental features. Segmental features include vowels and consonants, while supra-mental features refer to stress and intonation. Thus, recognizing all English vowels, consonants, stresses, and intonations are very important for helping to produce correct sounds on both single word and combinations of words, like phrases, clauses, and whole sentences either in dialogues or in monologue.<sup>27</sup>

There are some components in speaking that had to considered by the speaker as follow:

#### 2.1.4.1.1 Vocabulary

Vocabulary means the appropriate diction which is used in communication. Therefore, English teacher must have responsibility to use the material in teaching a foreign language. Without sufficient vocabulary we cannot express our ideas in both oral and written form. It means that vocabulary is the most important thing to be mastered for the students to help them easily to speak. A vocabulary is defined as “all the words known and used by particular person”.

<sup>27</sup> Andi Tenri Ampa, dkk the b

#### 2.1.4.1.2 Pronunciation

Pronunciation is the way for students to produce the word clearly when they are speaking. Pronunciation refers how the word or sentences is spoken, or how the speaker utters the word. This component is important because it will make misunderstanding if the speaker is wrong pronounce the word or sentence.

#### 2.1.4.1.3 Grammar

In linguistic grammar is the set of structural rules that govern the composition of sentences, phrases, and word in any given natural language. The term refers also to the study of rules which is formed by structural operation. Grammar is one of components in speaking that should be known by students, to help them find the message of the written or oral language, It is needed for the students to arrange a correct sentence in conversation. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one.

#### 2.1.4.1.4 Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation<sup>28</sup>.

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<sup>28</sup> Google liat screenshot

## 2.2 Previous Related Research Findings

Some findings have been conducted on reading and speaking skill they are as in the following.

Riswan in her research *“Using Student Team Achievement Division (STAD) Technique to Improve Reading Comprehension at The Second Year of SMA 3 Parepare”* the population of this research was all the second year students. The total number of population was 99 students. As sample: XII.1 that consisted of 25 students. After analyzing the data, the researcher found that the students are able to improve the Reading Comprehension at the second year of SMA 3 Parepare trough Student Team Achievement Division (STAD) technique. It was proved by the students’ mean score in pre-test was 39.20 and the students’ mean score in post-test was 52.32. It means that students’ reading comprehension was improved. In other hand, the result of t-test was 5.498 and t-table was 1.711 by df+24 (sig 5%) two tailed. So t-test was greater than t-table ( $5.498 > 1.711$ , thus  $H_a$  was accepted and  $H_o$  was rejected. It means that the students’ reading comprehension was improved trough Student Team Achievement Division (STAD) technique<sup>29</sup>.

Halima in his research *“The Application of Cooperative Learning to Enhance Students’ Reading Comprehension Trough Think-Pair-Share (TPS) Method”* the result of the data analysis showed that the students’ reading comprehension was good. Then 6 (30%) students was very good score, 8(40%) students got good score 3 (15%) students got fairly good score and 3 (15%) students got fair score. Base on the result of the test there was significant difference of before and after teaching by using

<sup>29</sup>Riswan, “Using Student Team Achievement Division (STAD) Technique to Improve Reading Comprehension at The Second Year of SMA 3 Parepare” (Skripsi Sarjana; Jurusan Tarbiyah and Adab: Parepare, 2015).

Think Pair and Share (TPS) strategy during the treatment, the students were easy to learned the reading by using Think Pair and Share (TPS) strategy. Base on the discussion before, it can be proved that the students of the ninth grade students of SMP Negeri 6 Campalagian Polman have good reading comprehension by using Think Pair and Share strategy<sup>30</sup>.

Erwin in her research *"The Application of Think-Pair-Share Method Trough Cooperative Learning Model To Increase Students Speaking Ability at The Second Year Students of Madrasah Tsanawiyah DDI Baru"* the researcher conclude that Think Pair and Share method increased the speaking ability of the students who were taught by this activity than who were not. It was proved that in the result of pre-test in experimental group and control group is same while after giving treatment or tough Think Pair and Share method, the post-test of experimental and control group different, in experimental group there were the students got the excellent score, and also proved by the result of post-test's t-test value which was greater than t-table, and it mean that it was more effective to be applied in the teaching-learning process than through ordinary teaching<sup>31</sup>.

Based on the previous related research finding above, the researcher concludes that is necessary to know some strategy that can increase teaching speaking in the class and compare the both of method of cooperative learning type Think Pair and Share (TPS) and Student Teams Achievement Division (STAD), the researcher

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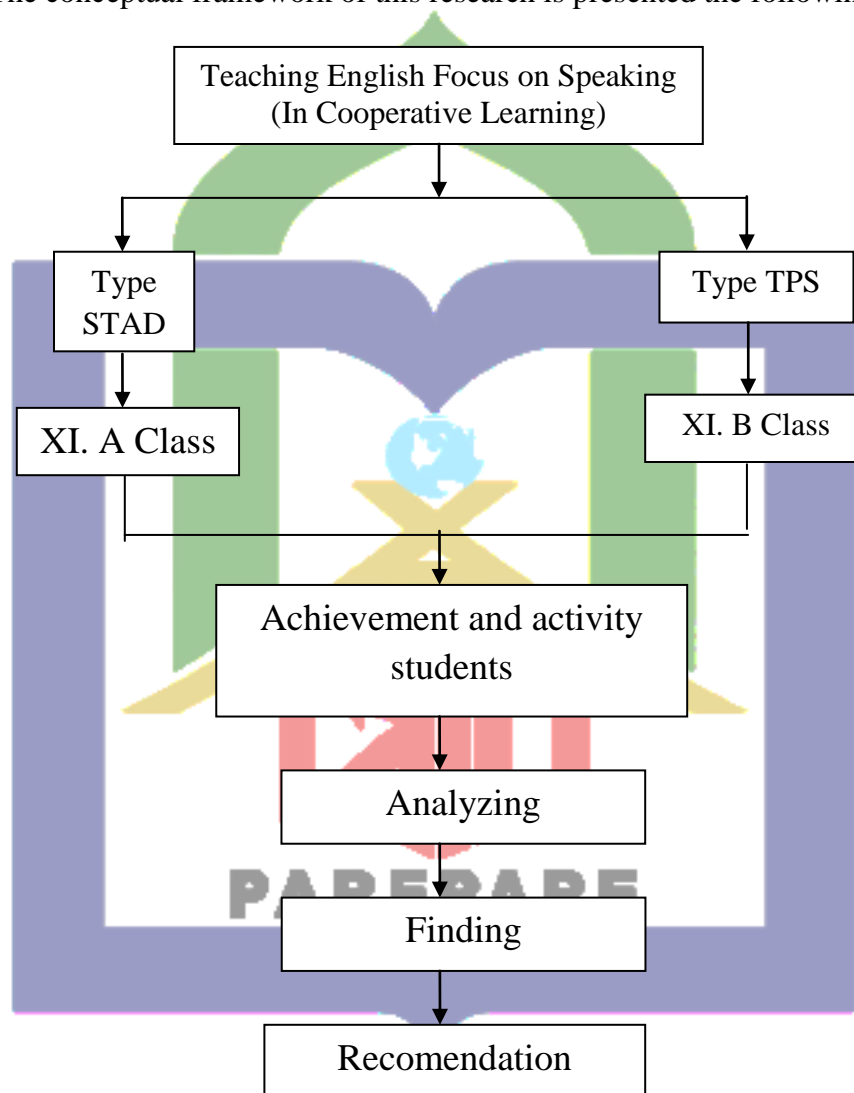
<sup>30</sup>Halima, "The Application of Cooperative Learning to Enhance Students' Reading Comprehension Trough Think-Pair-Share (TPS) Method" (Skripsi Sarjana; Jurusan Tarbiyah and Adab: Parepare, 2012).

<sup>31</sup> Erwin, *"The Application of Think-Pair-Share Method Trough Cooperative Learning Model To Increase Students Speaking Ability at The Second Year Students of Madrasah Tsanawiyah DDI Baru"* (Parepare: State Islamic Collage (STAIN) Parepare, 2012).

hope that can effective in teaching speaking at the third year students of SMPN 2 Labakkang.

### 2.3 Conceptual Framework

The conceptual framework of this research is presented the following:





## 2.4 Hypothesis

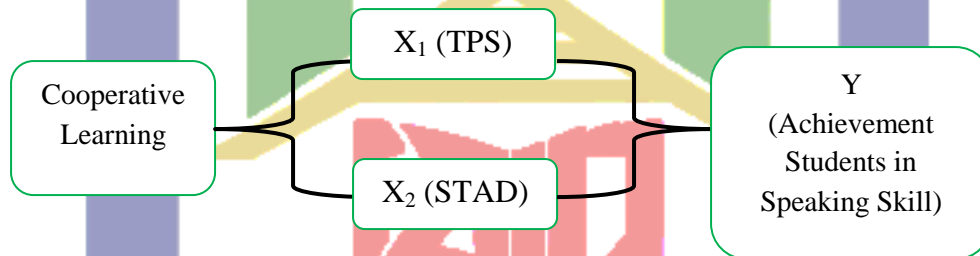
Based on the theoretical framework, the research formulated the hypothesis namely:

- 2.4.1  $H_0$ = there is not a different between cooperative learning type Think Pair Share (TPS) and Student Teams Achievement Division (STAD) toward achievement students' in speaking skill at XI class SMP Negeri 2 Labakkang.
- 2.4.2  $H_a$ = there is a different between cooperative learning type Think Pair Share (TPS) and Student Teams Achievement Division (STAD) toward achievement students' in speaking skill at XI class SMP Negeri 2 Labakkang

## 2.5 Operational Definition of Variable

### 2.5.1 Variable of the Research

In order to clarify the theories used in this research, the researcher would like to explain briefly about the variable of this research. This research is a comparative research and consisted of two variables, they are:



#### 2.5.1.1 The Independent Variable (X)

Independent variable is the variable that gave influence or be a change reason and appear the dependent variable<sup>32</sup>. Cooperative learning type Think Pair Share (TPS) is  $X_1$  and type Student Teams Achievement Division (STAD) is  $X_2$ . In this research there are two independent variable.

<sup>32</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2017), p. 39.

#### 2.5.1.2 The Dependent Variable (Y)

Variable Y is variable that measures the influence of the independent variable. Dependent variable in this research is the learning achievement of students' in speaking skill.

#### 2.5.2 Operational Definition

Where the definition of these variable as follow:

- 2.5.2.1 Cooperative learning type Think Pair Share is learning by a small group, the member of one group is two students. The teacher gave a question to all of group and the student have a chance for think the answer by self. After that, they share and make a conclusion that they have discuss in the group. The teacher gave a chance to the group for presentation or explain the result of discuss in group.
- 2.5.2.2 Cooperative learning type Student Teams Achievement Division is concentration on student activity for interaction to the other to gave motivation and support for master in lesson to get the maximal achievement. The process of use it have five step, (1) gave material, (2) activity group, (3) individual test, (4) calculation the value in individual development, (5) gave appreciation to group.
- 2.5.2.3 Speaking skill is a activity where the student are able to speak to someone or gave an explanation about something.

## CHAPTER III

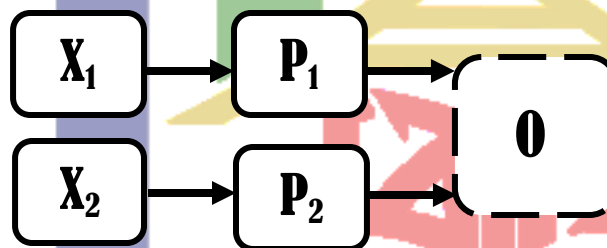
### METHOD OF THE RESEARCH

The chapter clarifies Research Design, Location and Duration, Population and Samples, Instrument of the Research, Procedure of Collecting Data and Technique of Data Analysis.

#### 3.1 Research Design

In this research, the researcher conduct pre-experimental design for comparing two method they are Think Pair Share (TPS) and Student Teams Achievement Division (STAD) to know the which one the method has effective to the achievement students' speaking skill. Quantitative research is the systematical empirical investigation of observable phenomena via statistical, mathematical or computational techniques.

The design of this research Pre-experimental design (one-shot case study). The design is presented as follow:



Where:

$X_1$  : Treatment STAD Method

$X_2$  : Treatment TPS Method

$P_1$  : Speaking Test STAD Method

$P_2$  : Speaking Test TPS Method

$O$  : Observation<sup>33</sup>

<sup>33</sup> Sugiono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta Bandung, 2017), p. 74

### 3.2 Location and Duration of The Research

The location of this research will be conduct at the ninth grade student of SMP 2 Labakkang in academic year 2017/2018. The duration of this research is 2 month.

### 3.3 Population and Sample

#### 3.3.1 Population

Scarvia in Sugiyono stated that a population is a set or collection of all elements possessing one or more attributes of interest<sup>34</sup>. Population in the research is academic 2017/2018 at the ninth students of SMP 2 Labakkang. But, the researcher only took two class IX. 1 and IX.2 as the population in this research. The total numbers of the students in the third grade are 196 students which consist of seven class.

Table: 3.1 The total population of SMPN 2 Labakkang

NO	CLASS	TOTAL
1	IX.1	20
2	IX.2	20
3	IX.3	28
4	IX.4	28
5	IX.5	28
6	IX.6	27
7	IX.7	29
Total		196

(source: Administration of SMPN 2 Labakkang)

#### 3.3.2 Sample

<sup>34</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2010). P.115.



The process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected<sup>35</sup>. The researcher will use purposive sampling technique and the researcher took two class experimental they are IX.1 and 2. Because, this class level of speaking of the students in this class still low, the total sample was 56 students.

Table: 3.2 The total sample of SMPN 2 Labakkang

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1	IX.1	10	10	20
2	IX.2	7	13	20
Total				40

(source: Administration of SMPN 2 Labakkang)

### 3.4 Instrument of The Research

In collecting data, the researcher used instrument “Test” in post-test focused on student speaking skill. The test consisted of gave some topic for make conversation in their group. After the student have discussion and make it, every group speaking in front of the class. The test used to get the data about the students’ achievement in speaking skill. Then base on the data the researcher able to compare speaking skill to the students who were thought TPS method and STAD method.

### 3.5 Procedure of Collecting Data

#### 3.5.1 Observation

Observing the student behavior during the applying of the method, the researcher collected the picture as long as the process of the research.

#### 3.5.2 Treatment

<sup>35</sup> Hafizah Hajimah, *Research Method-Sampling*, <https://www.slideshare.net/mobile/hafizahhajimia/research-method-sampling>. (Desember 20, 2017).

In giving treatment, the researcher taught the students about speaking through TPS and STAD method. The treatments run for 80 minutes (2x40 minutes) for one meeting. The researcher will use 4 meetings for treatment one method. So that, will take 8 meetings for the treatment both of the methods. The procedure using the methods such as follows:

#### 3.5.2.1 Students Teams Achievement Division (STAD) Method

- 3.5.2.1.1 The teacher informs the material learning to the students appropriate with the basic competence that will be achieved.
- 3.5.2.1.2 The teacher presents the concept using direct instruction.
- 3.5.2.1.3 From heterogeneous teams for the purpose of studying and practicing the concept. Team members must ensure each member fully understands and masters the concept.
- 3.5.2.1.4 The material has been prepared by the teacher discussed by the team to achieve the basic competence in learning.
- 3.5.2.1.5 The teacher gives the facilities to the student to make a summary, gives instruction and confirmation about the lesson that they have learned.
- 3.5.2.1.6 The teacher gives individuals making up the team an independent assessment to test the students' comprehension of the concept. The individual scores are totaled for the team score.
- 3.5.2.1.7 The teacher recognizes the teams with the highest score. The teams are rewarded.

#### 3.5.2.2 Think Pair Share (TPS) Method

- 3.5.2.2.1 The teacher tells the students what they would learn and poses the topic that will be discussed.
- 3.5.2.2.2 The teacher explains to the students about the role of using Think Pair and Share to learning in the class.

- 3.5.2.2.3 The teacher gave a question about the material that will learn and student think privately about the question for a given amount of time, usually one to four minutes.
- 3.5.2.2.4 The teacher divide the students in a group, each of them included 2 students in a group and then they are discussed in pairs about the question, allowing students to clarify their thoughts.
- 3.5.2.2.5 Next, each pair has an opportunity to share their answers with the another pair in whole class.
- 3.5.2.2.6 Every group has to understand the next about descriptive and present it in front of class and other groups had to ask some question to present
- 3.5.2.2.7 The teacher call the students at random to explain the text descriptive text that had been explained by every groups

### 3.6 Technique of Data Analysis.

The data colleting from the speaking test analyzed by tabulating students' speaking skill into scoring classifications and test significances.

- 3.6.1 Scoring classification students' speaking skill such in the table below:

Table 3.3 scoring for students' speaking skill

Component Features	Score	Criteria
Pronunciation	5	Easy to understand and have accent like native speaker
	4	Easy to understand although with unfamiliar accent
	3	Have a problem when pronouncing words and the hearer must concentrate
	2	Hard to understand caused problem in pronouns and often repeated
	1	

		Can speak and just silent
Vocabulary	5	Using vocabularies and express like native speaker
	4	Sometimes use inexactly vocabularies
	3	Often use inexactly vocabularies caused limited vocabularies
	2	Use of incorrect vocabularies and limit vocabularies, so make the conversation hard to understand
	1	Very limit vocabularies, so he/she can't speak anything

To find out the last score of the students the researcher will follow the formula below:

$$\text{Last score} = \frac{\text{Totalscoreofcategories}}{\text{Sum of categories (s)}} \times 100$$

3.6.2 Classifying the students' score will follow criteria such in table below:

Table 3.4 classifying the students' score

Score	Classification
86-100	Very good
71-85	Good
56-70	Fair
41-55	Poor
$\leq 40$	Very poor

3.6.3 Calculation the rate percentage of the students' score:

$$P = \frac{Fq}{N} \times 10 \%$$

Where : P : Percentage

Fq : Frequency

N : Total number of sample

3.6.4 Calculating the mean score of the students' test using this formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

$\bar{X}$  : Mean score

$x$  : the sum of the all score

N : Total number of sample<sup>36</sup>

3.6.5 Finding students' deviation of  $SS_1$  and  $SS_2$  by using the formula below:

$$S^2 = \frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2}{n(n-1)}$$

Where:  $S^2$  = Variant

$X_i$  = the Value X to i

n = total number of sample

3.6.6 Finding the significant between  $X_1$  and  $X_2$  by calculating the values of the test using the following :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where:  $t$  = test of significance

$\bar{X}_1$  = the average of sample 1

$\bar{X}_2$  = the average of sample 2

$N_1$  = Number of sample 1

<sup>36</sup> Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Yogyakarta: Bumi Aksara, 2003) p. 88

$$\begin{aligned}
 N_2 &= \text{Number of sample 2} \\
 S_1^2 &= \text{Variant of sample 1} \\
 S_2^2 &= \text{Variant of sample 2}^{37}
 \end{aligned}$$

3.6.7 Finding the  $t_{\text{table}}$  by calculating the values of the test using the degrees of freedom:

$$df = N_1 + N_2 - 2$$

where :  $df$  = degrees of freedom

$N_1$  = number of sample 1

$N_2$  = number of sample 2



<sup>37</sup> Sugiono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta Bandung, 2017), p.197



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of two sections, finding of the research and the discussion of the research.

#### 4.1 Findings

After running the research to the third grade students of SMPN 2 Labakkang, the researcher found the result of students' speaking achievement as follow:

##### 4.1.1 Finding through the test.

Finding through the test was one way a researcher in collecting the data. This test would help a reseracher in finding and collecting data as the data below.

Table 4.1 The students' score on speaking skill STAD type

No.	Name	Score( $X_1$ )	$X_1^2$	Classification
1	Muh. Adam Syukur	70	4900	Fair
2	Hendra Irawan	70	4900	Fair
3	Muhammad Rezki Aditya	60	3600	Fair
4	Nur Rahmi Alfia	60	3600	Fair
5	Asmar	60	3600	Fair
6	Irna Ulandari	60	3600	Fair
7	Nur Andini	80	6400	Good
8	Ismar Faresa	50	2500	Poor

9	Haikal	50	2500	Poor
10	Jupiana	70	4900	Fair
11	Anita Andriani	60	3600	Fair
12	Budimansyah	60	3600	Fair
13	Nurhidayah	60	3600	Fair
14	Muhammad Akshan	80	6400	Good
15	Muhammad Caesar Abdillah	50	2500	Poor
16	Fitri Diani	70	4900	Fair
17	Nur Fadilla	60	3600	Fair
18	Muh. Yusril	60	3600	Fair
19	Armansyar	60	3600	Fair
20	Caesar Mappasomba Arafat	70	4900	Fair
Total		1260	80800	-

Base on the table above, showing the result of students speaking score cooperative learning type STAD. Two students in good classification, fourteen students in fair classification, and four students in poor classification. Total score in cooperative learning type STAD was 1260. It could be seen that almost of students in IX.1 speaking skill in type STAD were high.

The following table shows the percentage of the frequency in cooperative learning type STAD.

Table 4.2 The rate percentage of frequency of STAD type

No.	Classification	Score	Frequency of STAD type	Percentage of STAD type
1	Very Good	86-100	-	-
2	Good	71-85	2	10%
3	Fair	56-70	14	70%
4	Poor	41-55	4	20%
5	Very Poor	$\leq 40$	-	-
Total			20	100%

The table 4.2 showed the students percentage of speaking skill using STAD, it was common in fair score namely fourteen students and it was the high percentage 70%. In poor classification, there were four students with the percentage 20%. Only two students in good classification and it was the lowest percentage 10%. It means that the students speaking skill was good, especially in using cooperative learning type STAD.

Table 4.3 The students' score on speaking skill TPS type

No.	Name	Score( $X_2$ )	$X_2^2$	Classification
1.	Rahmiati	70	4900	Fair
2.	Salwa Salsabila Rahmat	70	4900	Fair
3.	Nurinayah Syahban	50	2500	Poor
4.	Eti	40	1600	Very Poor
5.	Hariadi	60	3600	Fair

6.	Nuintan	50	2500	Poor
7.	Salmah	40	1600	Very Poor
8.	Abdul Ahmad	40	1600	Very Poor
9.	Arsyeilah	50	2500	Poor
10.	Anggi Syafitri	50	2500	Poor
11.	Asrul	60	3600	Fair
12.	Sari Azhari Annas	70	4900	Fair
13.	Agung Latif	70	4900	Fair
14.	Ahmad Rifai	70	4900	Fair
15.	A. Miftahul Jannah	60	3600	Fair
16.	Fitri	40	1600	Very Poor
17.	Sukri	50	2500	Poor
18.	Aryah	40	1600	Very Poor
19.	Takwin	50	2500	Poor
20.	Agung Latif	50	2500	Poor
Total		1080	61800	-

Base on the table above, showing the result of students speaking score cooperative learning type TPS. Eight students in fair classification, seven students in poor classification, and five students in very poor classification. Total score in cooperative learning type STAD was 1080. It could be seen that almost of students in IX.2 speaking skill in type TPS were high, but the score of STAD type was higher than TPS type.

The following table shows the percentage of the frequency in cooperative learning type TPS.

Table 4.4 the rate percentage of frequency of TPS type

No.	Classification	Score	Frequency of TPS type	Percentage of TPS type
1	Very Good	86-100	-	-
2	Good	71-85	-	-
3	Fair	56-70	8	40%
4	Poor	41-55	7	35%
5	Very Poor	$\leq 40$	5	25%
Total			20	100%

The table 4.4 showed the students percentage of speaking skill using TPS type, it was common in fair score namely eight students and it was the high percentage 40%. In poor classification, there were seven students with the percentage 35%. Only 5 students in very poor classification and it was the lowest percentage 25%. It means that the students speaking skill was good, but using cooperative learning type STAD more higher than TPS type.

Firstly, the researcher calculated the mean score:

Mean score  $X_1$

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1260}{20}$$

$$\bar{X} = 63$$

Mean score  $X_2$

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1080}{20}$$

$$\bar{X} = 54$$

So the mean score for  $X_1$  are 63 and  $X_2$  are 54.

Base on the result above the data showed that the mean score of cooperative learning type STAD was 63 more high than TPS type 54.

Secondly, the researcher calculated the variants:

**Variant  $X_1$**

$$S^2 = \frac{n \sum_{i=1}^n x_1^2 - (\sum_{i=1}^n x_1)^2}{n(n-1)}$$

$$S^2 = \frac{(20)(80800) - (1260)^2}{20(20-1)}$$

$$S^2 = \frac{1.616.000 - 1.587.600}{20(19)}$$

$$S^2 = \frac{28.400}{380}$$

$$S^2 = 74,74$$

**Variant  $X_2$**

$$S^2 = \frac{n \sum_{i=1}^n x_2^2 - (\sum_{i=1}^n x_2)^2}{n(n-1)}$$

$$S^2 = \frac{(20)(60800) - (1080)^2}{20(20-1)}$$

$$S^2 = \frac{1.216.000 - 1.166.400}{20(19)}$$

$$S^2 = \frac{49.600}{380}$$

$$S^2 = 130,53$$

So the variant score for  $X_1$  are 74,74 and  $X_2$  130,53



After calculated it showed that the variant of the STAD type 74,74 was lower than TPS type 130,53. The last finding the significant difference between cooperative learning type STAD and TPS by calculating the value of the test by using following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{63 - 54}{\sqrt{\frac{74,74}{20} + \frac{130,53}{20}}}$$

$$t = \frac{9}{\sqrt{\frac{205,27}{20}}}$$

$$t = \frac{9}{\sqrt{10,2635}}$$

$$t = \frac{9}{3,20}$$

$$t = 2,81$$

Where degrees of freedom is as follow:

$$df = N_1 + N_2 - 2$$

$$df = 20 + 20 - 2$$

$$df = 40 - 2$$

$$df = 38$$

The result test of hypotheses above, for the value of  $t\text{-test} (2,81) > t\text{-table} (1,68)$ . It can be concluded that the students learning achievement is better if used cooperative learning type STAD than TPS. So, the null hypotheses ( $H_0$ ) is rejected and the alternative hypotheses ( $H_a$ ) is accepted. It has been found that there is significant difference achievement between using STAD and TPS type in speaking of Class IX at SMPN 2 Labakkang.

## 4.2 Discussion

This part was present the discussion of the research it aim at describe the comparison of learning achievement between using cooperative learning type STAD TPS in speaking skill of class IX at SMPN 2 Labakkang Kabupaten Pangkep.

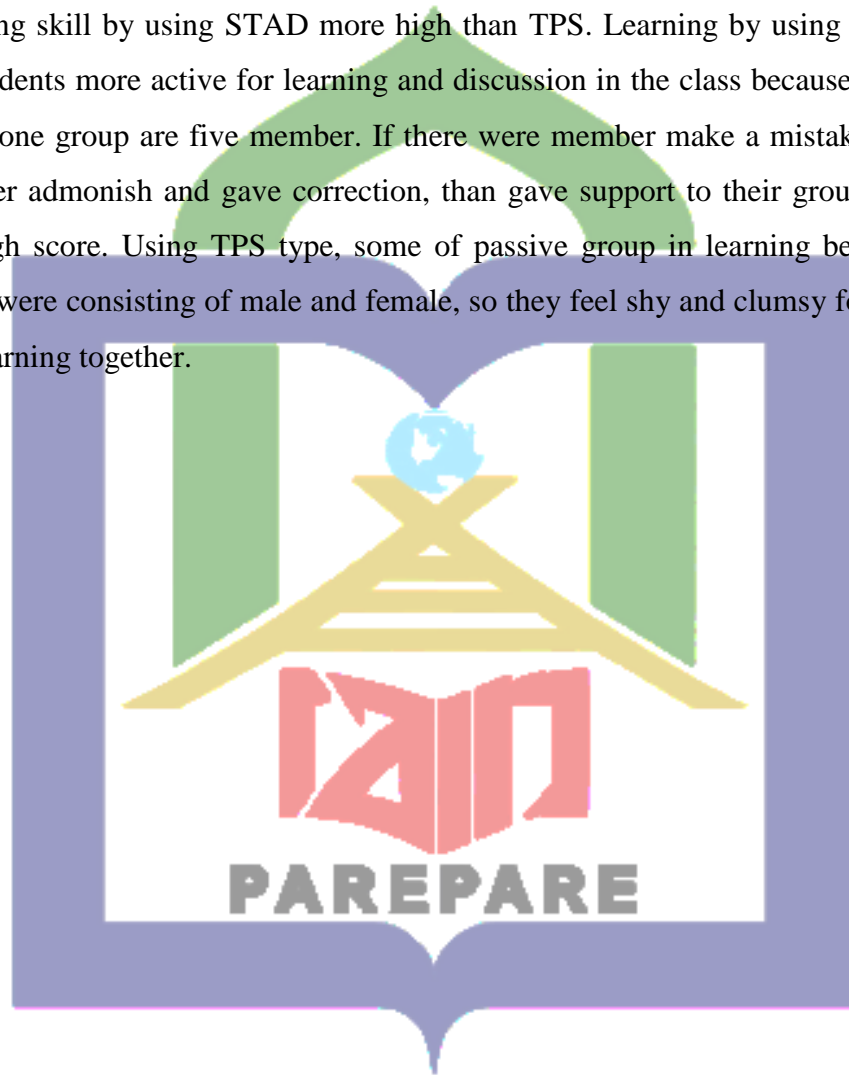
For the first, the result has concluded that, there was or no differences between using cooperative learning type STAD and TPS in speaking skill of class IX SMPN 2 Labakkang Kabupaten Pangkep, it is necessary to present the research hypotheses as follow:

- 4.2.1 There is significant differences between using cooperative learning type STAD and TPS in speaking skill of class IX SMPN 2 Labakkang Kabupaten Pangkep.
- 4.2.2 There is no significant differences between using cooperative learning type STAD and TPS in speaking skill of class IX SMPN 2 Labakkang Kabupaten Pangkep.

This result has concluded, there was differences between using cooperative learning type STAD and TPS in speaking skill of IX class at SMPN 2 Labakkang Kabupaten Pangkep. It was proved when the researcher analysis the students data of their learning achievement it show that the mean score of STAD (63), TPS (54) and the variant of STAD (74,74), TPS (130,53). T-test result in which the value of  $t\text{-test}$  was 2,81 it was greater than  $t\text{-table}$  was 1,68 at the level significance 0.05. it was

mean the alternative hypotheses was accepted because there was a significant differences student learning achievement between using cooperative learning STAD than TPS.

Base on the research result, we can get the conclusion of the achievement in speaking skill by using STAD more high than TPS. Learning by using STAD made the students more active for learning and discussion in the class because the quantity of the one group are five member. If there were member make a mistakes, the other member admonish and gave correction, than gave support to their group for getting the high score. Using TPS type, some of passive group in learning because of the group were consisting of male and female, so they feel shy and clumsy for discussing and learning together.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents two parts namely conclusion and suggestion. Conclusion deals with finding and discussion of previous chapter. The suggestion deals some ideas given by the researcher.

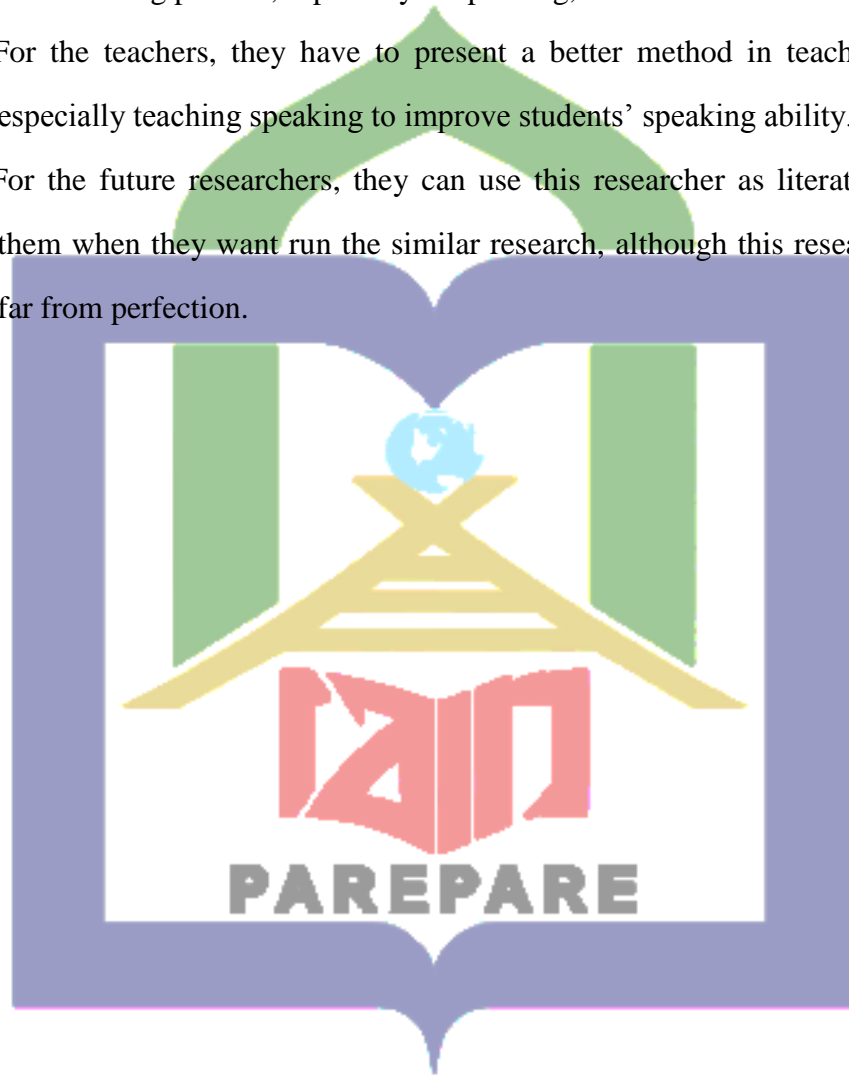
#### 5.1 Conclusion

Base on the discussion in the previous chapter, the finding of the result show are cooperative learning type STAD more high than TPS, because the students learning achievement more batter using STAD type. So, the objective of this study is to find out the achievement students in speaking skill by using both of them. Therefore, this study is using quantitative research. The result of the data analysis: the mean score of STAD (63), TPS type (54) and the variant of STAD (74,74) and TPS (130,35). T-test result in which the value of t-test was 2,81 it was greater than t-table was 1,68 at the level significance 0,05 and degree of freedom (df) was 38. The result of the research showed that the students achievement more high if using STAD than TPS, because in STAD have enough quantity for make the students more active for discussion, solve together the task and share the ideas each other. Base on the description above, it means that null hypothesis ( $H_o$ ) was rejected the alternative hypotheses ( $H_a$ ) was accepted. It proves that using STAD is better than TPS type.

#### 5.2 Suggestions

Based on the result of this research, the researcher is going to gave some suggestion to the readers, as follows:

- 5.2.1 Students of SMPN 2 Labakkang have to learn more about speaking and become more confident in conveying their ideas whenever they speak English. They should be more active and not afraid of making mistake during teaching and learning process, especially in speaking,
- 5.2.2 For the teachers, they have to present a better method in teaching English, especially teaching speaking to improve students' speaking ability.
- 5.2.3 For the future researchers, they can use this researcher as literature to guide them when they want run the similar research, although this researcher is still far from perfection.



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## Appendixes 1. Lesson Program of TPS Method

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 2 Labakkang  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/semester : IX/Genap  
 Materi Pokok : Teks Interpersonal interaksi transaksional lisan dan tulis sederhana tentang berita.  
 Alokasi Waktu : 4 x 80 menit (4 pertemuan)

### A. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
3.1 Merespon dan mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: memberi berita yang menarik perhatian dan memberi komentar terhadap berita.	<p>3.1.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi berita yang menarik perhatian.</p> <p>3.1.2 Siswa dapat mengomentari atau merespon berita yang telah di peroleh</p>

### B. MATERI PEMBELAJARAN

- Definition News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

- Generic Structure of News Item Text
  - a. Main Event

b. Elaboration (background, participant, time, place)

c. Resource of information

Ungkapan menyampaikan berita :

Guess what!

Surprise!

I've got news for you

Do you know what?

You won't believe this, but ....

Sekarang kita lihat kalimat yang mengekspresikan dan merespon berita yang menarik :

1. Surprise! I won free lunch at the canteen!
2. Have you heard the news? We won Math Competition!
3. Excellent!
4. How wonderful!
5. What an interesting story!

Contoh dialog/percakapan

Ana : **You won't believe this, but**, I won a holiday ticket to Bali.

Andini : **Really, wow, you are so lucky**

Ana : **And do you know what**, I will stay in a five star hotel, and they will take me around Bali for a week. I can't wait.

Andini : Wow that means you will see the entire fascinating place.

Ana : I will go to Bedugul Lake, to Sanglah, Tanah lot, and many more

Andini : By the way, when will you leave?

Ana : Next week. But I have to prepare everything.

Andini : Yeah. Ok. Ana. I'm happy for you. Have a wonderful holiday.

Ana : Thanks. Wait, actually the ticket is for two, so will you go with me?

Andini : Really? **Wow, what a nice surprise.** Thank you.

Ana : So let's be prepared.

#### d. KEGIATAN PEMBELAJARAN

##### Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris agar English Environment siswa langsung dapat tercipta pada awal pertemuan.</li> <li>➤ Guru dapat menggunakan kalimat “Good Morning students” atau menanyakan kabar “how are you to day”</li> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada siswa terkait kata sapaan yang disampaikan.</li> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan tujuan pembelajaran.</li> </ul>	15 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai memperkenalkan teks tentang berita .</li> <li>➤ Guru memperlihatkan beberapa contoh teks berita kepada siswa.</li> <li>➤ Guru menjelaskan struktur teks berita.</li> </ul>	50 menit



	<p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai di beri kesempatan untuk kembali mempelajari materi yang telah dijelaskan oleh guru.</li> <li>➤ Guru mulai mengajukan pertanyaan atau isu yang berhubungan dengan pelajaran kemudian siswa diminta untuk memikirkan pertanyaan tersebut secara mandiri untuk beberapa saat.</li> <li>➤ Guru mulai membagi siswa secara berpasangan untuk mendiskusikan apa yang telah difikirkannya tentang pertanyaan yang diajukan oleh guru.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang materi yang telah di jelaskan seperti:               <ol style="list-style-type: none"> <li>1. What is news item text?</li> <li>2. How many generic structure of news item text?</li> </ol> </li> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan tersebut dan menanyakan kepada setiap siswa</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai membagi hasil diskusi mereka dengan pasangannya kepada setiap pasangan lainnya secara lisan. (tidak membaca)</li> <li>➤ Guru membahas hasil presentasi kelompok pasangan siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami.</li> <li>➤ Guru mengapresiasi keberhasilan siswa dan mengoreksi pengucapan atau struktur kalimat yang keliru.</li> <li>➤ Guru kembali memberikan pertanyaan</li> </ul>	15 menit

	kepada siswa untuk memastikan dan melihat sejauh mana pemahaman siswa terhadap materi yang disampaikan.	
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## Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris.</li> <li>➤ Guru dapat menggunakan kalimat “Good Morning students” atau menanyakan kabar “how are you to day”</li> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada siswa terkait kata sapaan yang disampaikan.</li> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan kegiatan pembelajaran hari ini secara umum.</li> </ul>	15 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai memperkenalkan teks menyampaikan dan merespon berita.</li> <li>➤ Guru memperlihatkan beberapa contoh percakapan menyampaikan dan merespon berita kepada siswa.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai di beri kesempatan untuk kembali mempelajari materi yang telah dijelaskan oleh guru.</li> <li>➤ Guru mulai mengajukan pertanyaan yang berhubungan dengan pelajaran kemudian siswa diminta untuk memikirkan pertanyaan tersebut secara mandiri untuk beberapa saat.</li> <li>➤ Siswa membuat percakapan singkat yang</li> </ul>	50 menit

	<p>berisi tentang menyampaikan dan merespon berita dalam kelompok yang berpasangan</p> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang materi yang telah di jelaskan seperti:             <ol style="list-style-type: none"> <li>1. Mention the sentence for inform and respons news?</li> </ol> </li> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan tersebut dan menanyakan kepada setiap siswa</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai membagi hasil diskusi mereka berupa percakapan yang berisi kalimat menyampaikan dan merespon berita dengan pasangannya kepada setiap pasangan lainnya secara lisan. (tidak membaca)</li> <li>➤ Guru membahas hasil presentasi kelompok pasangan siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami.</li> <li>➤ Guru mengapresiasi keberhasilan siswa dan mengoreksi pengucapan atau struktur kalimat yang keliru.</li> <li>➤ Guru kembali memberikan pertanyaan kepada siswa untuk memastikan dan melihat sejauh mana pemahaman siswa terhadap materi yang disampaikan.</li> </ul>	15 menit

### Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris.</li> <li>➤ Guru dapat menggunakan kalimat “Good</li> </ul>	15 menit

	<p>Morning students” atau menanyakan kabar “how are you to day”</p> <ul style="list-style-type: none"> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “ I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada siswa terkait kata sapaan yang disampaikan.</li> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan kegiatan pembelajaran hari ini secara umum.</li> </ul>	
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai memberikan beberapa topic berita untuk didiskusikan pada setiap kelompok.</li> <li>➤ Guru memperlihatkan beberapa contoh percakapan menyampaikan dan merespon berita kepada siswa.</li> <li>➤ Guru mempersilahkan kepada siswa untuk memahami teks berita yang telah diberikan.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai di beri kesempatan untuk memahami isi berita yang diberikan oleh guru.</li> <li>➤ Guru mulai mengajukan pertanyaan yang berhubungan dengan pelajaran kemudian siswa diminta untuk memikirkan pertanyaan tersebut secara mandiri untuk beberapa saat.</li> <li>➤ Siswa membuat percakapan singkat yang berisi tentang menyampaikan dan merespon berita dalam kelompok yang berpasangan</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang topic berita yang diberikan.</li> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan</li> </ul>	50 menit

	<p>tersebut dan menanyakan kepada setiap siswa</p> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai membagi hasil diskusi mereka berupa percakapan yang berisi kalimat menyampaikan dan merespon berita dengan pasangannya kepada setiap pasangan lainnya secara lisan. (tidak membaca)</li> <li>➤ Guru membahas hasil presentasi kelompok pasangan siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami.</li> <li>➤ Guru mengapresiasi keberhasilan siswa dan mengoreksi pengucapan atau struktur kalimat yang keliru.</li> <li>➤ Guru kembali memberikan pertanyaan kepada siswa untuk memastikan dan melihat sejauh mana pemahaman siswa terhadap materi yang disampaikan.</li> <li>➤ Siswa diberi tugas.</li> </ul>	15 menit

#### Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris.</li> <li>➤ Guru dapat menggunakan kalimat “Good Morning students” atau menanyakan kabar “how are you to day”</li> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada</li> </ul>	15 menit

	<p>siswa terkait kata sapaan yang disampaikan.</p> <ul style="list-style-type: none"> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan kegiatan pembelajaran hari ini secara umum.</li> </ul>	
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai menginstuksikan untuk memperlihatkan tugas yang telah diberikan.</li> <li>➤ Guru mempersilahkan kepada siswa untuk memahami teks berita yang telah pilih oleh masing-masing pasangan kelompok.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai di beri kesempatan untuk memahami isi berita.</li> <li>➤ Guru mulai meminta siswa untuk memikirkan pertanyaan tersebut secara mandiri untuk beberapa saat.</li> <li>➤ Siswa membuat percakapan singkat yang berisi tentang menyampaikan dan merespon berita dalam kelompok yang berpasangan</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang topic berita.</li> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan tersebut dan menanyakan kepada setiap siswa</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mulai membagi hasil diskusi mereka berupa percakapan yang berisi kalimat menyampaikan dan merespon berita dengan pasangannya kepada setiap pasangan lainnya secara lisan. (tidak membaca)</li> </ul>	50 menit

	➤ Guru membahas hasil presentasi kelompok pasangan siswa.	
Penutup	➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami. ➤ Guru mengapresiasi keberhasilan siswa dan mengoreksi pengucapan atau struktur kalimat yang keliru. ➤ Guru kembali memberikan pertanyaan kepada siswa untuk memastikan dan melihat sejauh mana pemahaman siswa terhadap materi yang disampaikan.	15 menit

**e. Media dan Sumber belajar:**

- Berita berita di koran
- Buku pelajaran bahasa Inggris
- Skript teks

**f. Penilaian:**

- a. Teknik : tes lisan
- b. Bentuk : performance

Tell your partner that there will be a movie star named Brad Pitt visiting your school. Use appropriate gambits

Tell your partner that the National exam will be held next month. It is a month earlier than it used to. Use appropriate gambits.

Tell your partner that you've got an excellent grade at the recent English quiz. Use appropriate gambits

Tell your partner that you've just won a beautiful villa after joining a TV quiz. Use appropriate gambits

Rubrik Penilaian (Speaking) :



Component Features	Score	Criteria
Pronunciation	5	Easy to understand and have accent like native speaker
	4	Easy to understand although with unfamiliar accent
	3	Have a problem when pronouncing words and the hearer must concentrate
	2	Hard to understand caused problem in pronouns and often repeated
	1	Can speak and just silent
Vocabulary	5	Using vocabularies and express like native speaker
	4	Sometimes use inexactly vocabularies
	3	Often use inexactly vocabularies caused limited vocabularies
	2	Use of incorrect vocabularies and limit vocabularies, so make the conversation hard to understand
	1	Very limit vocabularies, so he/she can't speak anything

**g. MEDIA DAN SUMBER BELAJAR**

1. Media/Alat : white board
2. Bahan : picture, flash card, student's work sheet
3. Sumber : - Koran  
- English Dictionary

- [www.juraganles.com/2016/07/cara-membaca-jam-dalam-bahasa-inggris.html](http://www.juraganles.com/2016/07/cara-membaca-jam-dalam-bahasa-inggris.html)



## Appendix 2. Lesson Program of STAD Method

### **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMP Negeri 2 Labakkang

Kelas/semester : IX/Genap  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Teks Interpersonal interaksi transaksional lisan dan tulis sederhana tentang berita.  
 Alokasi Waktu : 4 x 80 menit (4 pertemuan)

#### A. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
3.2 Merespon dan mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: memberi berita yang menarik perhatian dan memberi komentar terhadap berita.	<p>3.2.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi berita yang menarik perhatian.</p> <p>3.2.2 Siswa dapat mengomentari atau merespon berita yang telah di peroleh</p>

#### B. MATERI PEMBELAJARAN

- Definition News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

- Generic Structure of News Item Text
  - Main Event
  - Elaboration (background, participant, time, place)
  - Resource of information

Ungkapan menyampaikan berita :

Guess what!

Surprise!

I've got news for you

Do you know what?

You won't believe this, but ....

Sekarang kita lihat kalimat yang mengekspresikan dan merespon berita yang menarik :

1. Surprise! I won free lunch at the canteen!
2. Have you heard the news? We won Math Competition!
3. Excellent!
4. How wonderful!
5. What an interesting story!

Contoh dialog/percakapan

Ana : **You won't believe this, but**, I won a holiday ticket to Bali.

Andini : **Really, wow, you are so lucky**

Ana : **And do you know what**, I will stay in a five star hotel, and they will take me around Bali for a week. I can't wait.

Andini : Wow that means you will see the entire fascinating place.

Ana : I will go to Bedugul Lake, to Sanglah, Tanah lot, and many more

Andini : By the way, when will you leave?

Ana : Next week. But I have to prepare everything.

Andini : Yeah. Ok. Ana. I'm happy for you. Have a wonderful holiday.

Ana : Thanks. Wait, actually the ticket is for two, so will you go with me?

Andini : Really? **Wow, what a nice surprise**. Thank you.

Ana : So let's be prepared.

d. **KEGIATAN PEMBELAJARAN**

**Pertemuan 1**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris agar English Environment siswa langsung dapat tercipta pada awal pertemuan.</li> <li>➤ Guru dapat menggunakan kalimat “Good Morning students” atau menanyakan kabar “how are you to day”</li> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada siswa terkait kata sapaan yang disampaikan.</li> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan tujuan pembelajaran.</li> </ul>	15 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai memperkenalkan teks tentang berita .</li> <li>➤ Guru memperlihatkan beberapa contoh teks berita kepada siswa.</li> <li>➤ Guru menjelaskan struktur teks berita.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Guru memberikan pertanyaan kepada siswa berupa kuis, menanyakan tentang materi yang telah disampaikan secara individu sebagai penilaian awal untuk pembentukan kelompok.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang materi yang telah di jelaskan seperti:</li> </ul>	50 menit

	<ol style="list-style-type: none"> <li>1. What is news item text?</li> <li>2. How many generic structure of news item text?</li> </ol> <ul style="list-style-type: none"> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan tersebut dan menanyakan kepada setiap siswa</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Guru memberikan penjelasan terkait jawaban yang kurang tepat kepada siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami.</li> <li>➤ Guru mengapresiasi keberhasilan siswa dan mengoreksi pengucapan atau struktur kalimat yang keliru.</li> <li>➤ Guru kembali memberikan pertanyaan kepada siswa untuk memastikan dan melihat sejauh mana pemahaman siswa terhadap materi yang disampaikan.</li> </ul>	15 menit

## Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris.</li> <li>➤ Guru dapat menggunakan kalimat “Good Morning students” atau menanyakan kabar “how are you to day”</li> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “ I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada siswa terkait kata sapaan yang</li> </ul>	15 menit

	<p>disampaikan.</p> <ul style="list-style-type: none"> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan kegiatan pembelajaran hari ini secara umum.</li> </ul>	
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai memperkenalkan teks menyampaikan dan merespon berita.</li> <li>➤ Guru memperlihatkan beberapa contoh percakapan menyampaikan dan merespon berita kepada siswa.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Guru memberikan pertanyaan kepada siswa berupa kuis, menanyakan tentang materi yang telah disampaikan secara individu sebagai penilaian awal untuk pembentukan kelompok.</li> <li>➤ Guru membagi kelompok belajar terdiri dari 5 orang.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang materi yang telah di jelaskan seperti:             <ol style="list-style-type: none"> <li>1. Mention the sentence for inform and respons news?</li> </ol> </li> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan tersebut dan menanyakan kepada setiap siswa</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Guru memberikan penjelasan kepada siswa tentang penjelasan yang kurang jelas dari jawaban siswa.</li> <li>➤ Guru menjelaskan alur kerja kelompok yang telah dibentuk.</li> </ul>	50 menit
Penutup	<ul style="list-style-type: none"> <li>➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami.</li> <li>➤ Guru mengapresiasi keberhasilan siswa dan</li> </ul>	15 menit



	<p>mengoreksi pengucapan atau struktur kalimat yang keliru.</p> <ul style="list-style-type: none"> <li>➤ Guru kembali memberikan pertanyaan kepada siswa untuk memastikan dan melihat sejauh mana pemahaman siswa terhadap materi yang disampaikan.</li> </ul>	
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### Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris.</li> <li>➤ Guru dapat menggunakan kalimat “Good Morning students” atau menanyakan kabar “how are you to day”</li> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada siswa terkait kata sapaan yang disampaikan.</li> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan kegiatan pembelajaran hari ini secara umum.</li> </ul>	15 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai memberikan beberapa topic berita untuk didiskusikan pada setiap kelompok.</li> <li>➤ Guru memperlihatkan beberapa contoh percakapan menyampaikan dan merespon berita kepada siswa.</li> <li>➤ Guru mempersilahkan kepada siswa untuk memahami teks berita yang telah diberikan.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Guru menginstruksikan membuat rangkuman materi yang telah diajarkan</li> <li>➤ Guru memberi tugas kepada siswa untuk</li> </ul>	50 menit

	<p>mencari berita.</p> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang topic berita yang dipilih.</li> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan tersebut dan menanyakan kepada setiap siswa</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Guru menginstruksikan untuk mendiskusikan dan menerjemahkan berita yang telah di temukan oleh setiap kelompok</li> <li>➤ Siswa mendiskusikan bersama kelompoknya untuk memahami isi dari berita, serta saling memberi penjelasan dan bantuan kepada siswa lainnya apabila kesulitan dalam memahami isi berita.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami.</li> <li>➤ Guru mengapresiasi keberhasilan siswa dan mengoreksi pengucapan atau struktur kalimat yang keliru.</li> <li>➤ Guru kembali memberikan pertanyaan kepada siswa untuk memastikan dan melihat sejauh mana pemahaman siswa terhadap materi yang disampaikan.</li> <li>➤ Siswa diberi tugas.</li> </ul>	15 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>➤ Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa siswa dengan menggunakan sapaan dalam Bahasa Inggris.</li> <li>➤ Guru dapat menggunakan kalimat “Good Morning students” atau menanyakan kabar “how are you to day”</li> <li>➤ Guru memastikan siswa menjawab kembali dengan mengucapkan “morning Mam, Sir or Teacher” dan “I’m Fine”</li> <li>➤ Apabila siswa belum mampu menjawab dengan baik dan benar, maka guru memberikan sedikit penjelasan kepada siswa terkait kata sapaan yang disampaikan.</li> <li>➤ Guru meriviu kembali materi yang telah di pelajari pertemuan sebelumnya</li> <li>➤ Guru menyampaikan kegiatan pembelajaran hari ini secara umum.</li> </ul>	15 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>➤ Guru mulai menginstruksikan untuk membuat percakapan tentang berita yang telah yang telah diberikan.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>➤ Siswa diberi waktu untuk latihan untuk menyampaikan percakapan yang telah dibuat pada masing-masing kelompok.</li> <li>➤ Setiap kelompok belajar tampil di depan kelas bercakap bersama kelompoknya.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Guru dapat memberikan pertanyaan kepada siswa tentang topic berita.</li> <li>➤ Siswa menjawab pertanyaan yang diberikan</li> <li>➤ Guru dapat mengulang-ulang pertanyaan tersebut dan menanyakan kepada setiap siswa</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>➤ Membahas unsur kebahasaan Ucapan, intonasi, ejaan, tanda baca.</li> </ul> <p><b>Communicating</b></p>	50 menit

	➤ Guru memperbaiki pengucapan siswa yang kurang tepat.	
Penutup	➤ Guru kembali mempersilahkan untuk siswa menanyakan apabila masih ada materi yang belum dipahami. ➤ Guru mengapresiasi dan memberikan penghargaan kepada kelompok yang memperoleh skor tertinggi berdasarkan penilaian individu pada kelompok tersebut	15 menit

**e. Media dan Sumber belajar:**

- Berita berita di koran
- Buku pelajaran bahasa Inggris
- Skript teks

**f. Penilaian:**

- a. Teknik : tes lisan
- b. Bentuk : performance

Tell your partner that there will be a movie star named Brad Pitt visiting your school. Use appropriate gambits

Tell your partner that the National exam will be held next month. It is a month earlier than it used to. Use appropriate gambits.

Tell your partner that you've got an excellent grade at the recent English quiz. Use appropriate gambits

Tell your partner that you've just won a beautiful villa after joining a TV quiz. Use appropriate gambits

**Rubrik Penilaian (Speaking) :**

Component Features	Score	Criteria
Pronunciation	5	Easy to understand and have accent like native speaker

	4	Easy to understand although with unfamiliar accent
	3	Have a problem when pronouncing words and the hearer must concentrate
	2	Hard to understand caused problem in pronouns and often repeated
	1	Can speak and just silent
Vocabulary	5	Using vocabularies and express like native speaker
	4	Sometimes use inexactly vocabularies
	3	Often use inexactly vocabularies caused limited vocabularies
	2	Use of incorrect vocabularies and limit vocabularies, so make the conversation hard to understand
	1	Very limit vocabularies, so he/she can't speak anything

**g. MEDIA DAN SUMBER BELAJAR**

Media/Alat : white board

Bahan : picture, flash card, student's work sheet

Sumber : - Koran

- English Dictionary

- [www.juraganles.com/2016/07/cara-membaca-jam-dalam-bahasa-inggris.html](http://www.juraganles.com/2016/07/cara-membaca-jam-dalam-bahasa-inggris.html)

### Appendixes 3. Rating Students of STAD Method

#### LEMBAR PENILAIAN KELAS STAD

No.	Name	Component Features									
		Pronunciation					Vocabulary				
		1	2	3	4	5	1	2	3	4	5
1	Muh. Adam Sykur (1)				√				√		
2	Hendra Irawan (1)				√				√		
3	Muhammad Rezki Aditya (1)			√					√		
4	Nur Rahmi Alfia (1)				√			√			
5	Asmar (1)			√					√		
6	Irna Ulandari (2)			√					√		
7	Nur Andini (2)				√					√	
8	Ismar Faresa (2)			√				√			
9	Haikal (2)			√				√			
10	Jupiana (2)			√						√	
11	Anita Andriani (3)				√			√			
12	Budimansyah (3)				√			√			
13	Nurhidayah (3)			√					√		
14	Muhammad Akshan (3)					√			√		
15	Muhammad Caesar Abdillah (3)			√				√			
16	Fitri Diani (4)				√				√		
17	Nur Fadilla (4)			√					√		
18	Muh. Yusril (4)				√			√			
19	Armansyar (4)			√					√		
20	Caesar Mappasomba Arafat (4)			√						√	

PAREPARE

# Appendix 4. Rating Students of TPS Method

## LEMBAR PENILAIAN KELAS TPS

No.	Name	Component Features									
		Pronunciation					Vocabulary				
		1	2	3	4	5	1	2	3	4	5
1	Rahmiati (1)				√				√		
2	Salwa Salsabila Rahmat (1)			√						√	
3	Nurinayah Syahban (2)			√				√			
4	Eti (2)		√					√			
5	Hariadi (3)			√					√		
6	Nuintan (3)			√				√			
7	Salmah (4)		√					√			
8	Abdul Ahmad (4)		√					√			
9	Arsyeilah (5)			√				√			
10	Anggi Syafitri (5)		√						√		
11	Asrul (6)				√			√			
12	Sari Azhari Annas (6)				√				√		
13	Agung Latif (7)				√				√		
14	Ahmad Rifai (7)			√						√	
15	A. Miftahul Jannah (8)				√			√			
16	Fitri (8)		√					√			
17	Sukri (9)			√				√			
18	Aryah (9)		√					√			
19	Takwin (10)		√						√		
20	Agung Latif (10)			√				√			



## Appendixes 5. Analysis Speaking test of TPS Method

TPS Class

Group 1

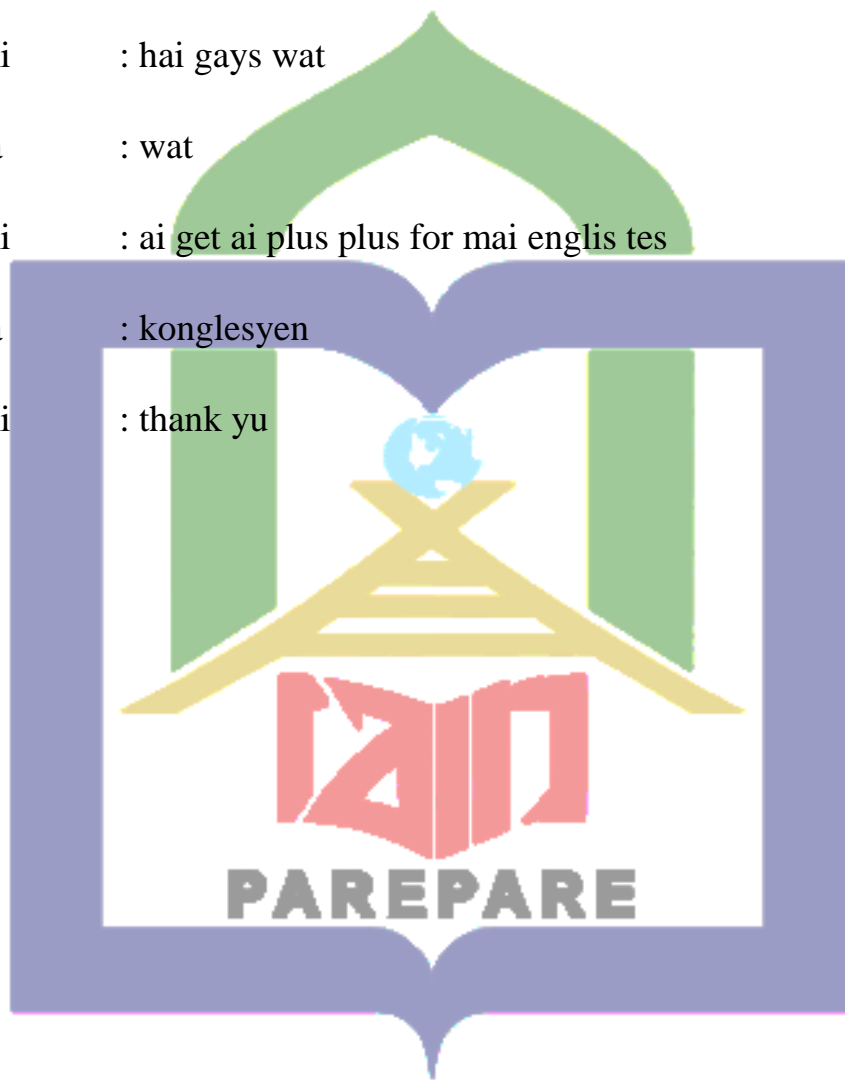
Rahmi : hai gays wat

Salwa : wat

Rahmi : ai get ai plus plus for mai englis tes

Salwa : konglesyen

Rahmi : thank yu



TPS Class

Group 2

Naya : yu don yu don lov luk yourself tудay, wats up, sis

Aty : if got bad neus

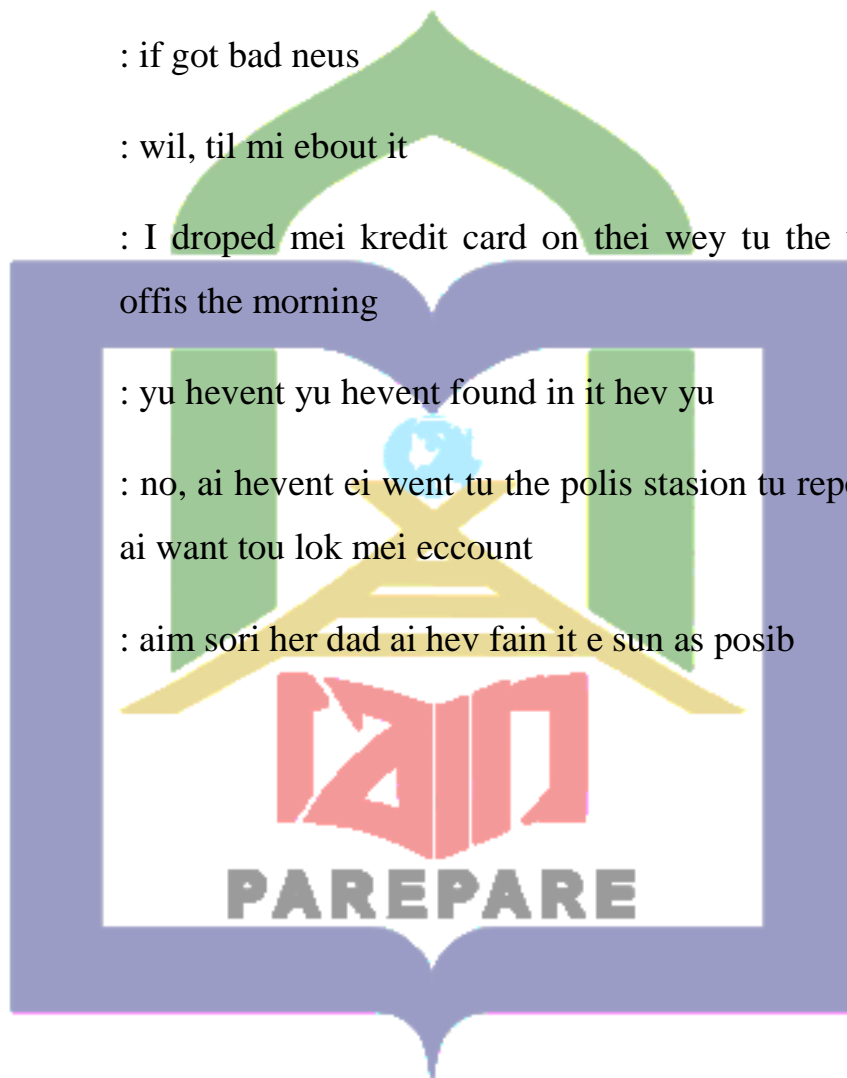
Naya : wil, til mi ebout it

Aty : I dropped mei kredit card on thei wey tu the wey tu the offis the morning

Naya : yu hevent yu hevent found in it hev yu

Aty : no, ai hevent ei went tu the polis stasion tu report it. Then ai want tou lok mei eccount

Naya : aim sori her dad ai hev fain it e sun as posib



TPS Class

Group 3

Hariadi : did yu her had abduh was khallen to the brek anspaec in opes again

Intan : no way

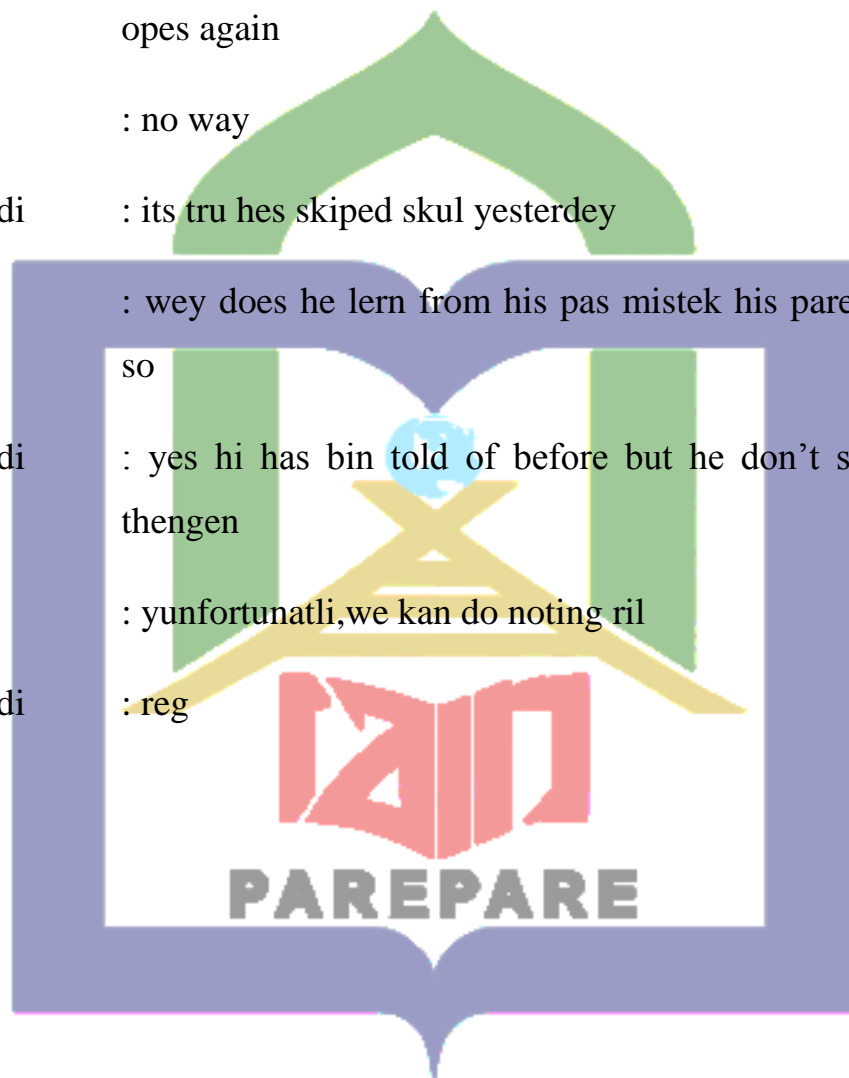
Hariadi : its tru hes skiped skul yesterdey

Intan : wey does he lern from his pas mistek his parents mus bi so

Hariadi : yes hi has bin told of before but he don't skin tu hev thengen

Intan : yunfortunatli,we kan do noting ril

Hariadi : reg



TPS Class

Group 4

Salmah : boy itraid to fin yur nem on de fesbuk bat I luk e fein it

Ahmad : sori salmah, I dont hev e fesbuk eakount

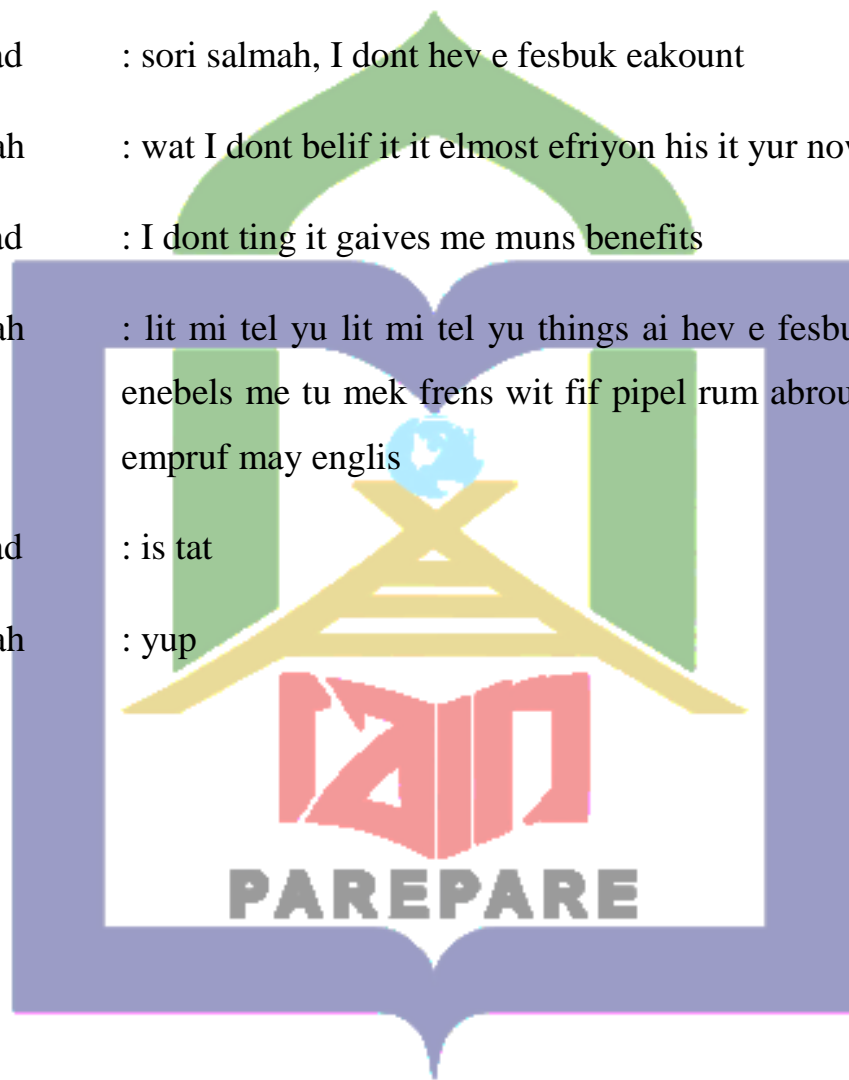
Salmah : wat I dont belif it it elmost efriyon his it yur now

Ahmad : I dont ting it gaives me muns benefits

Salmah : lit mi tel yu lit mi tel yu things ai hev e fesbuk ekoun it  
enebels me tu mek frens wit fif pipel rum abroun si ai ken  
empruf may englis

Ahmad : is tat

Salmah : yup



TPS Class

Group 5

Arsheylah : hai anggi ef bin luking for yu

Anggi : hai wat sap

Arsheylah : ai hef a gud news for yu yur artikel wait de titel of indenesian kultures on de nasional kompetisyen

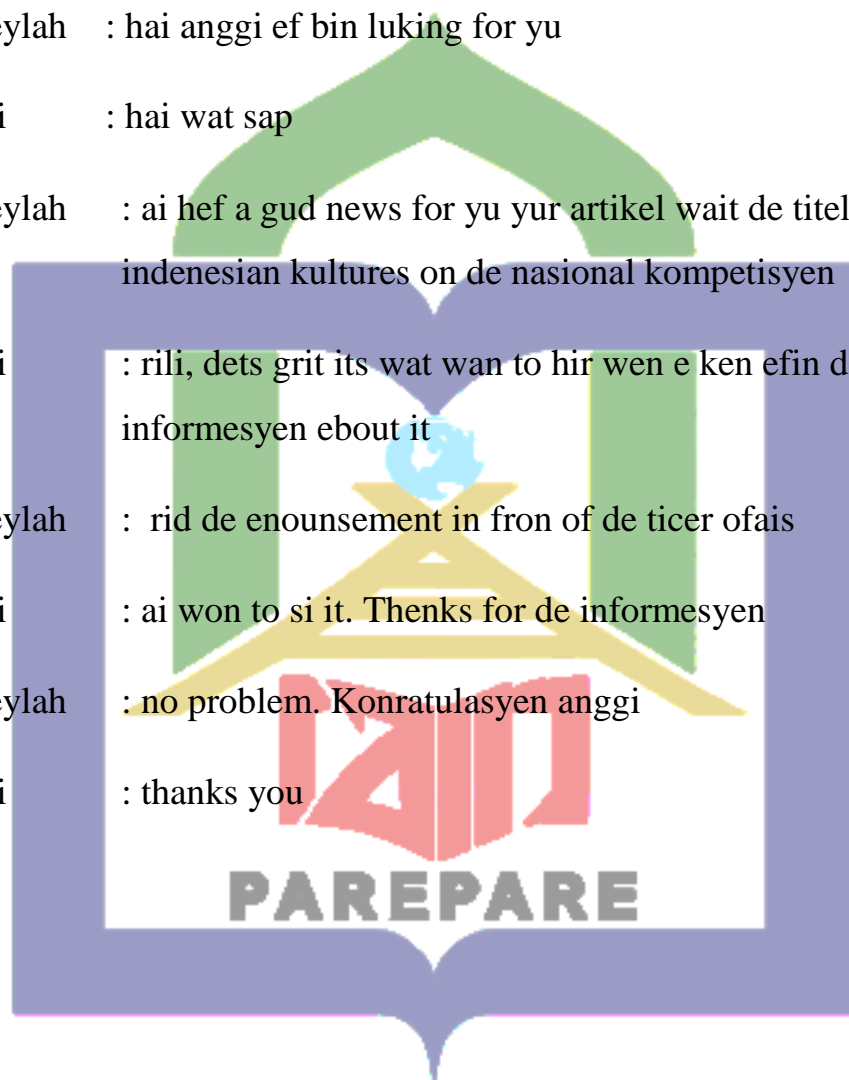
Anggi : rili, dets grit its wat wan to hir wen e ken efin de informesyen ebout it

Arsheylah : rid de enounsement in fron of de ticer ofais

Anggi : ai won to si it. Thenks for de informesyen

Arsheylah : no problem. Konratulasyen anggi

Anggi : thanks you



TPS Class

Group 6

Asrul : yu won bilev wat i les jus herd

Sari : wat is it

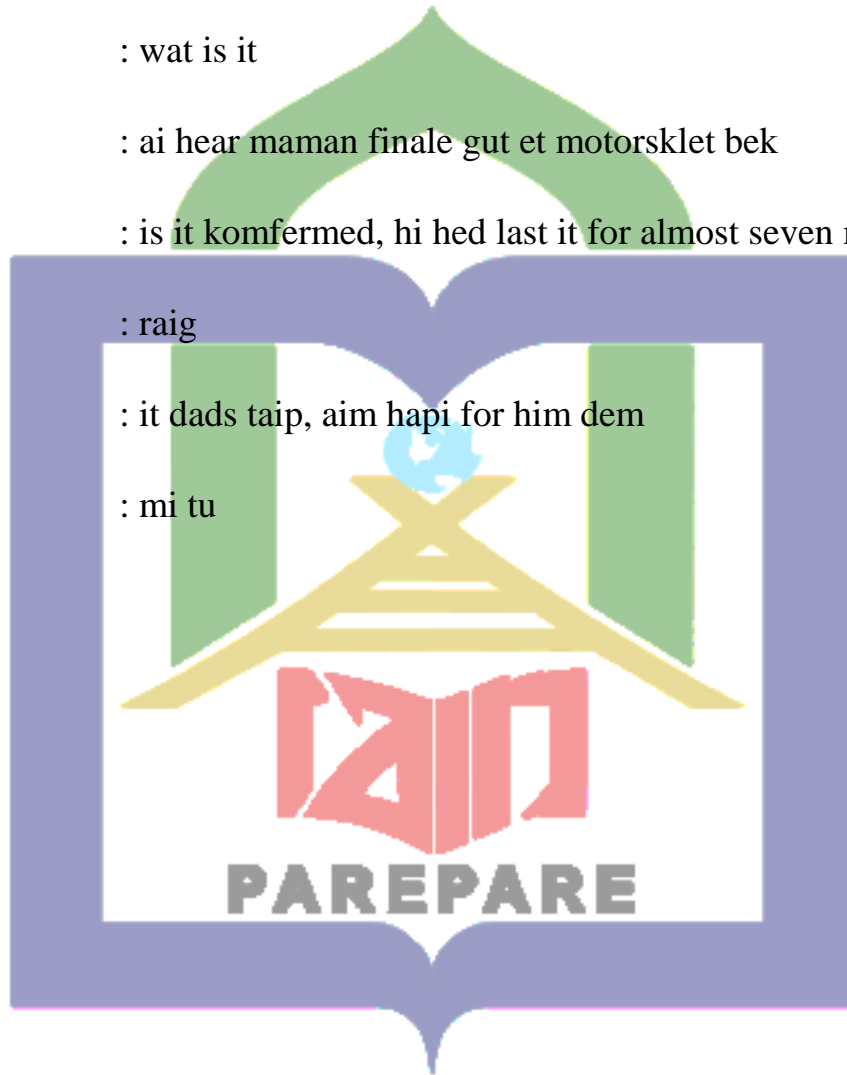
Asrul : ai hear maman finale gut et motorsklet bek

Sari : is it komfermed, hi hed last it for almost seven monts

Asrul : raig

Sari : it dads taip, aim hapi for him dem

Asrul : mi tu



TPS Class

Group 7

Agung : hev yu heer de news Rifai

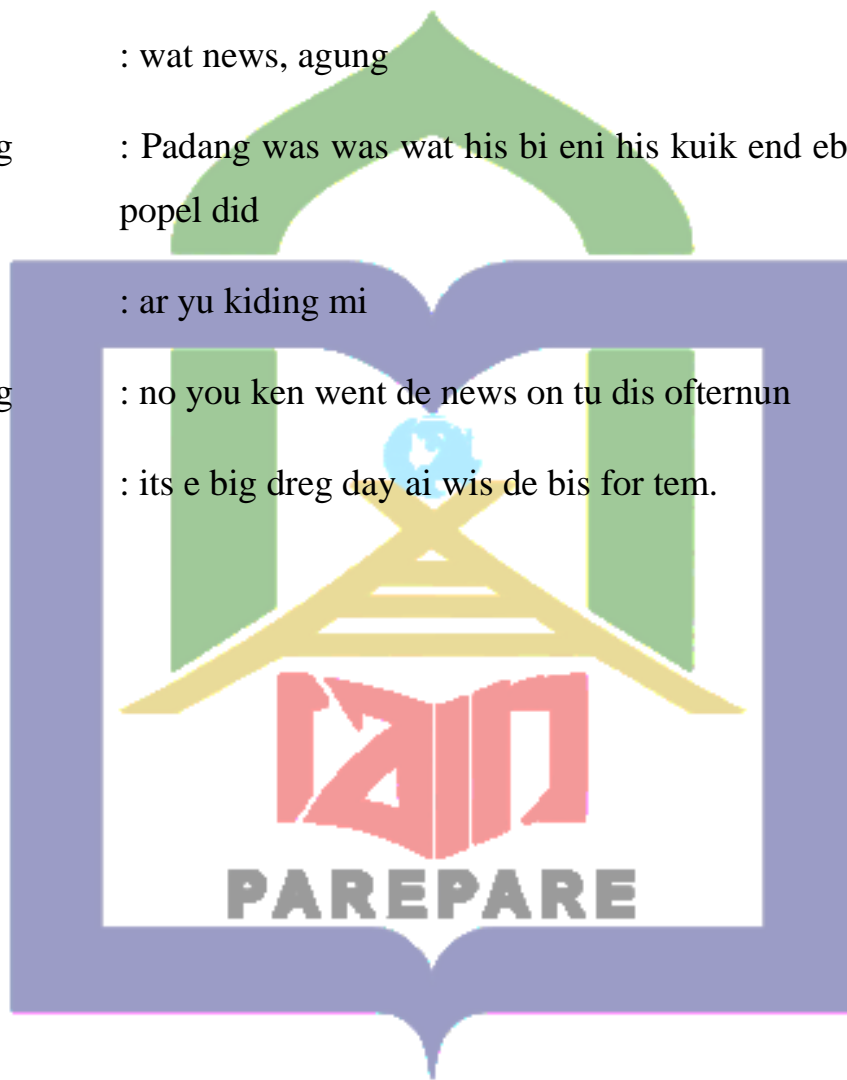
Rifai : wat news, agung

Agung : Padang was was wat his bi eni his kuik end ebout seventi popel did

Rifai : ar yu kiding mi

Agung : no you ken went de news on tu dis ofternun

Rifai : its e big dreg day ai wis de bis for tem.





TPS Class

Group 8

Jannah : hai fitri, how ar yu duing

Fitri : aim gud, how about you

Jannah : so em an does your fader teng kyu go tu skul ever dey

Fitri : yes, hai does he eways taeks mi to skul everi dey

Jannah : how laky yu ar

Fitri : wats yong going in on jannah

Jannah : ai go tu skull bay end driver may fader yes alwais goes tu hev his kompeni ai never hes aem ting for me

Fitri : oh jannah aim sori to her dad to tus mi he loves yu so mac

Jannah : thanks, fitri wat is your fader doing for e living

Fitri : hi is e kainfenter he has is smail kompeni next tu our hous

Jannah : oh thanks gud does yur fader nek de farniter

Fitri : yup hi does fi yu know he maig de pes de tables for our skul

Jannah : rili, wow dads grit

TPS Class

Group 10

Latif : hev yu hear de news about de trafik accident ler naig

Agung : ai hear not, how du yu get it

Latif : mai mader said mi about de and de important end skuded news is de vitstimis er bellas parents

Agung : bella her parents

Latif : yes

Agung : wer did it happen

Latif : infron of de hospital

Agung : ai don't bifer it, it is iprosibel

Latif : luk at dis newspeper rid it

Agung : oh mai gad, bella yu hev tu be strong how did de ekorden happen

Latif : der was kar lis dem

Agung : how ebout de driver

Latif : he had eskape bifer de polis kem

Agung : hep de polis ken kec lum

Latif : let pray togeder

## Appendix 6. Analysis Speaking test of STAD Method

### STAD Class

#### Group 1

Adam : hello gays wet ar yu duing  
 Hendra, Rezky, Rahmi, Aswar: hello adam  
 Aswar : wi jas sit down for tek ai ris  
 Hendra : wer hev yu bin adam  
 Adam : ai hev bin gotu librari  
 Rahmi : gays hev yu hear de news about de trafik aksident last naig  
 Rezky : ai hev not, du yu now it hendra  
 Hendra : ai hev ded bat ai dont now te kler informasyon  
 Rahmi : may fader said about ded and de importent and syok news is de vitmik e matematik ticer from ei klas  
 Aswar : wat, mister Wahid  
 Rahmi : yes  
 Adam : wer did it happen  
 Rahmi : infronof de pos ofis  
 Hendra : ai dont beliv it bekaus yesterday et afternun ai si mister Wahid infron of dey skul win ai was wen tu grendfader homs  
 Aswar : how did de aksident happen  
 Rahmi : der was kar hit hi  
 Rezky : how about de driver  
 Rahmi : hi had eskap befor de polis kam  
 Rezky : hop de polis ken katc him  
 Rahmi, adam, hendra, aswar: wi hop dad

## STAD Class

### Group 2

Jupiana : hey gays lets order soam fud for yu it  
 Andini : okey ken yu giv me de list of menu  
 Irna : hay haikal wat heppend wit yu, ai luk yu ar very hepi tu day  
 Ismar : yu don now de gud nius from haikal, irna  
 Irna : ai hev not  
 Jupiana : hi won a futsal futsal kompetisyen las wik  
 Irna : oh yaah, rili  
 Haikal : yes irna, ai hev won in dad kompetisyen las wik, ai kan say haw plesd ai am. Ded was bekaus awer work hard during tu mons  
 Andini : dads fantastik aim glad tu her dad  
 Irna : kongrotulesyen haikal wi proud of yu  
 Andini : wi hop dad, on de neks kompetisyen yu ken win egain wit your tim haikal  
 Jupiana : amin  
 Haikal : de mos memorebel momen wen may temats an ai lift de tropi. Haw exaiting it was.  
 Ismar : it saund fun, ekcuali ai olso laik pleying futsal, bat jus for fan onli  
 Haikal : dads gud, ai wil invait yu tu play togeder neks wik  
 Ismar : grit. Ai hed lov tu, thaks for invaiting mi, si yu neks wik, ai wil kol yu tu informen de day and de taim  
 Haikal : olraig, ai wil wait for yu konfirmasyon.

## STAD Class

## Group 3

Anita : ai hev got hot nius  
 Nur : wat is it  
 Anita : gues it  
 Akhsan : plis tel as  
 Anita : okey ai wil aks tu yu aol gays  
 Arman : okey jus tel as  
 Anita : wel, yesterday ai hev bin wen tu malino haiglands las wik  
 Budi : wow dad is de gud pleis and hev de flower garden and it  
 so biutiful  
 Akhsan : du yu ever go der, budi  
 Budi : yes ai hev  
 Anita : maybe if wi hev e frit aim wi ken go tu der togeder  
 Nur : its so gud aidea, wat ebout neks wik gays, du yu hev e fri  
 taim  
 Budi : ai kenot jain if yu wil go neks wik bekaus ai hev e tes for  
 seleksyen sains olimpiade  
 Arman : mi tu ai kan join ai wil help may fader in de garden  
 Akhsan : meybi neks taim wi going tuggeder tu malino  
 Anita : ai ting so  
 Akhsan : wel ai hop yu can pas de tes budi, yum as bi stadi hard for  
 it  
 Budi : hop ai ken pas is  
 Nur : kip spirit budi  
 Arman : wi wil prey for yu  
 Budi : thanks gays

## Appedixes 7. Documentation

## Dokumentasi Kegiatan Belajar











**JURUSAN TARBIYAH  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PAREPARE**

Sekretariat : Jl. Amal Bakti No. 8 Parepare Kode Pos 91132 Telepon (0421) 21307 Fax (0421) 24404

Nomor : Sti.08/PP.00.9/2645/2017  
Lamp. : -  
Hal : **Penetapan Pembimbing Skripsi**

Kepada YTH.

1. Dr. Abu Bakar Juddah, M.Pd
2. Dra. Hj. Nanning, M.Pd

di-

Tempat

Assalamu Alaikum Wr. Wb.

Berdasarkan surat permohonan mahasiswa:

Nama : Sri Adliyani Annas  
Nim : 14.1300.011  
Jurusan : Tarbiyah  
Prodi : Pendidikan Bahasa Inggris (PBI)

Pada tanggal 26 September 2017 tentang pengusulan judul penelitian *The Comparison Between Cooperative Learning Type Think Pair Strategy And Share And Student Teams Achievement Division In Teaching Speaking Skill Of Students At IX Class SMPN 2 Of Labakkang*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 29 September 2017



An. Ketua  
Ketua Jurusan Tarbiyah,

**BAHTIAR,**  
NIP. 19720505 199803 1 004





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PAREPARE  
JURUSAN TARBIYAH DAN ADAB**

Sekretariat : Jl. Amal Bakti No. 8 Parepare Kode Pos 91132 Telepon (0421) 21307 Fax (0421) 24404

**TATA TERTIB SEMINAR  
USUL PENELITIAN MAHASISWA JURUSAN TARBIYAH**

1. *Setiap peserta (presenter/ partisipan) harus berpakaian dan bersikap sesuai kode etik mahasiswa.*
2. *Setiap peserta (presenter) membagikan draft kepada peserta partisipan.*
3. *Setiap peserta (presenter) harus menghadirkan partisipan minimal 5 orang mahasiswa*
4. *Setiap peserta (presenter) hadir sebelum jadwal.*
5. *Setiap peserta tidak diperkenankan berkomunikasi melalui HP pada saat berlangsung seminar (kecuali izin pemandu).*
6. *Setiap peserta wajib menjaga keamanan dan ketertiban acara seminar.*
7. *Peserta seminar hanya diminta menyampaikan ringkasan proposal. (tidak membacakan seluruh proposal).*

Parepare, 30 Januari 2017  
Ketua Jurusan,



Bahtiar

Nip. 19720505 199803 1 004





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PAREPARE  
JURUSAN TARBIYAH DAN ADAB**

Sekretariat : Jl. Amal Bakti No. 8 Parepare Kode Pos 91132 Telepon (0421) 21307 Fax (0421) 24404

**PENYAMPAIAN**

Nomor: 067/2169/Tar/STAIN-08/F-08/I/2017

Assalamu Alaikum Wr.Wb.

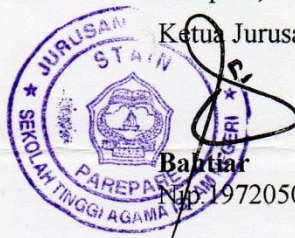
Dalam rangka pelaksanaan seminar usul penelitian untuk penyusunan skripsi maka disampaikan kepada mahasiswa Jurusan Tarbiyah yang telah memiliki SK Penetapan Judul bahwa pelaksanaan seminar usul penelitian mengacu kepada ketentuan berikut:

1. Seminar usul penelitian dijadwalkan 1 kali dalam seminggu.
2. Mahasiswa yang akan melaksanakan seminar dapat dijadwalkan dengan syarat-syarat:
  - a. *Memperlihatkan tanda bukti pelunasan SPP semester berjalan.*
  - b. *Menyetor minimal 8 rangkap draft usul penelitian (Proposal) yang telah disetujui oleh pembimbing dan disahkan oleh ketua Prodi yang bersangkutan.*
  - c. *Menyetor 1 rangkap handout presentasi seminar proposal (Power Point) atau ringkasan maksimal 2 halaman.*
  - d. *Telah menghadiri seminar proposal mahasiswa minimal 10 orang, tujuh di antaranya adalah mahasiswa prodi yang bersangkutan dan tiga pada mahasiswa prodi lain (dibuktikan dengan menyetor kartu seminar).*
  - e. *Mengisi formulir pendaftaran seminar.*
  - f. *Batas akhir pendaftaran untuk jadwal yang akan berjalan adalah 2 hari sebelumnya.*
3. Surat undangan pembimbing/penguji disampaikan oleh mahasiswa yang bersangkutan (surat dapat diambil di jurusan 1 hari sebelum jadwal).
4. Seminar mahasiswa yang bersangkutan ditunda jika kedua pembimbing tidak hadir.
5. Mahasiswa menanggung snack pembimbing yang bersangkutan.
6. Kartu seminar yang dapat diparaf oleh pemandu hanyalah yang terdaftar namanya pada formulir pendaftaran seminar yang bersangkutan.
7. Dengan terbitnya ketentuan ini maka ketentuan sebelumnya dalam kasus yang bersangkutan tidak berlaku.
8. Ketentuan ini berlaku secara efektif mulai Januari 2017.

Demikian hal ini disampaikan untuk dimaklumi.  
Wassalam.

Parepare, 30 Januari 2017

Ketua Jurusan,



Bahriar

NIP. 19720505 199903 1 004

Tembusan disampaikan Kepada Yth.:

1. Wakil Ketua 1 STAIN Parepare (Sebagai Laporan)
2. Masing-masing Pena Prodi dalam Jurusan Tarbiyah
3. Panitia Seminar Reguler Jurusan Tarbiyah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE**

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404  
Website : [www.stainparepare.ac.id](http://www.stainparepare.ac.id) Email: [email.stainparepare.ac.id](mailto:email.stainparepare.ac.id)

Nomor : B - ~~1082~~ /Sti.08/PP.00.9/03/2018

Lampiran : -

Hal : Izin Melaksanakan Penelitian

Kepada Yth.

Kepala Daerah KAB. PANGKAJENE KEPULAUAN

Cq. Badan Kesatuan Bangsa dan Politik

di

KAB. PANGKAJENE KEPULAUAN

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	: SRI ADLIYANI ANNAS
Tempat/Tgl. Lahir	: TARAWEANG, 19 Agustus 1998
NIM	: 14.1300.011
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: KAMPUNG BARU DESA BARA BATU KEC. LABAKKANG KAB. PANGKAJENE DAN KEPULAUAN

Bermaksud akan mengadakan penelitian di wilayah **KAB. PANGKAJENE KEPULAUAN** dalam rangka penyusunan skripsi yang berjudul :

**" THE COMPARISON BETWEEN COOPERATIVE LEARNING TYPE THINK PAIR SHARE (TPS) AND STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) OF STUDENTS' ACHIEVEMENT IN SPEAKING SKILL AT IX CLASS SMPN 2 OF LABAKKANG KABUPATEN PANGKEP "**

Pelaksanaan penelitian ini direncanakan pada bulan **Maret** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

27 Maret 2018

A.n Ketua

Wakil Ketua Bidang Akademik dan  
Pengembangan Lembaga (APL)

Muh. Djunaidi





PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN  
**KANTOR KESATUAN BANGSA DAN POLITIK**  
 Jalan Sultan Hasanuddin ☎0410) 21200 Ext 146 Pangkajene

Pangkajene, 29 Maret 2018

Nomor : 070/77 /III/ KKBP /2018  
 Lampiran :  
 Perihal : Rekomendasi Penelitian

Yth. Kepada,  
 Kepala SMPN 2 Labakkang  
 Kab. Pangkep  
 Di-

Labakkang

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Pare-Pare Nomor: B-1082/Sti.08/PP.00.9/03/2018 Tanggal 27 Maret 2018 Perihal Izin Penelitian, maka disampaikan bahwa yang tersebut di bawah ini :

Nama : SRI ADLIYANI ANNAS  
 Tempat/Tgl.Lahir : Taraweang, 19 Agustus 1998  
 NIM : 14.1300.011  
 Jurusan/Program Studi : Tarbiyah dan Adab/Pend.Bahasa Inggris  
 Semester : VIII(Delapan)  
 Alamat : Kampung Baru Desa Bara Batu Kec.Labakkan  
 Kab.Pangkajene dan kepulauan

Bermaksud akan melakukan Penelitian di daerah/Instansi ,dengan judul :

***"THE COMPARISON BETWEEN COOPERATIVE LEARNING TYPE THINK PAIR SHARE (TPS) AND STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) OF STUDENTS ACHIEVEMENT IN SPEAKING SKILL AT IX CLASS SMP 2 OF LABAKKANG KABUPATEN PANGKEP"***

Penelitian dilaksanakan selama 1 (Satu) Bulan tanggal: 28 Maret s/d 28 April 2018

Sehubungan dengan hal tersebut di atas,maka pada prinsipnya Pemerintah Daerah Kabupaten Pangkajene dan Kepulauan menyetujui kegiatan dimaksud dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melapor kepada Pemerintah setempat.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat-istiadat setempat.
4. Menyerahkan 2 (Dua) exemplar copy hasil "PENELITIAN" kepada Bupati Pangkep Cq. Kepala Kantor Kesbangpol dan Balitbangda.
5. Surat ini akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak menaati ketentuan di atas.

Demikian disampaikan untuk diketahui dan menjadi bahan selanjutnya,-



**ANDI YUNIARTI M, S.STP**

Penata Tk. I

19790625 199912 2 001





PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN  
DINAS PENDIDIKAN

**SMP NEGERI 2 LABAKKANG**

Alamat : jl.Pendidikan No.1 Desa Taraweang kec.Labakkang Kab.Pangkep(90653)

**SURAT KETERANGAN PENELITIAN**

Nomor : 422 /676/ SMP.2/V/2018

Berdasarkan Surat Kepala Kantor Kesatuan Bangsa dan Politik, Nomor: 070/70/III/KKBP/2018 tanggal 29 Maret 2018, dan Surat Ketua Sekolah Tinggi Agama Islam Negeri ( STAIN ) Parepare Nomor : B/1082/Sti.08/PP.00.9/03/2018, tanggal 27 Maret 2018, perihal Izin mengadakan Penelitian di SMP Negeri 2 Labakkang, Kabupaten Pangkajene dan Kepulauan, dengan ini menyatakan bahwa :

Nama : SRI ADLIYANI ANNAS  
NPM : 14.1300.011  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Tarbiyah dan Adab  
Jenjang Program : Strata Satu ( S1 )

Benar – benar telah melakukan penelitian di SMP Negeri 2 Labakkang, Kabupaten Pangkajene dan Kepulauan pada tanggal 02 April 2018 sampai dengan tanggal 14 Mei 2018 dalam rangka melakukan penelitian dengan judul :

**“ THE COMPARISON BETWEEN COOPERATIVE LEARNING TYPE THINK PAIR SHARE (TPS) AND STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) OS STUDENT’S ACHIEVEMENT IN SPEAKING SKILL AT IX CLASS SMPN 2 OF LABAKKANG KABUPATEN PANGKEP”.**

Demikian surat keterangan ini dibuat dan untuk dipergunakan sebagaimana mestinya.

Taraweang, 14 Mei 2018

Kepala Sekolah,  
  
**Baso Wahab, S.Pd., M.Pd**  
NIP. 19740504 199802 1 001



## Appendices 12. Biography of Researcher

### BIOGRAPHY



The writer Sri Adliyani Annas was born on August 19<sup>th</sup>, 1998 at Taraweang, Kec. Labakkang. Kab. Pangkep. She is the third child in his family; She has three sisters and two brothers. Her father's name is Hannas and her mother's name is Suriya Dewi. Her educational background, She began her study 2003 in SDN 24 Taraweang, Kec. Labakkang, Kab. Pangkep and graduated on 2009, at the same year she registered in SMPN 2 Labakkang ,Kec. Labakkang, Kab. Pangkep and graduated 2012, at the same year she registered in SMAN 1 Pangkep Kec. Pangkajene, Kab. Pangkep, she take acceleration class and graduate on 2014 and at the same year on 2014 she registered on State Islamic Collage of (STAIN) Parepare at English program and finished his study with title of skripsi *"The comparison between cooperative learning type think pair share (TPS) and student teams achievement division (STAD)of students' achievement in speaking skill at IX class SMPN 2 Labakkang Kabupaten Pangkep"*.

The writer active on some organization they are Ikatan Pemuda Pelajar Mahasiswa (IPPM) Pangkep Koordinator Parepare since 2014, Himpunan Mahasiswa Islam (HmI) since 2014, Himpunan Mahasiswa Jurusan (HMJ) Tarbiyah dan Adab since 2017, Racana Al-Badi' STAIN Parepare since 2014.