THESIS

IMPROVING STUDENTS' PRONUNCIATION ABILITY BY IMPLEMENTING THE STAD MODEL AT SMAN 1 CAMPALAGIAN

Arranged By

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This thesis is written to fulfill a part of the requirements for obtaining the bachelor's degree in education

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS SULAWESI BARAT

2025

APPROVAL SHEET

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Has Successfully Defended the Thesis in Front of the Examiner Team of Faculty of Teacher Training and Education on: December 2nd, 2024
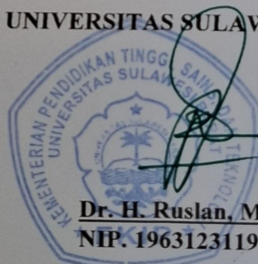
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ABSTRAK

SYARIFATHUL AMALIAH, *Meningkatkan Kemampuan Pronunciation Siswa Dengan Pengimplementasian STAD di SMAN 1 Campalagian*. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat 2025.**

Penelitian ini bertujuan untuk mengetahui pengaruh dan persepsi siswa terhadap penerapan model pembelajaran kooperatif tipe STAD sebagai strategi pembelajaran dalam meningkatkan kemampuan pelafalan siswa. Desain penelitian ini menggunakan pra-eksperimental dengan melakukan pre-test dan post-test satu kelompok, pendekatan kuantitatif. Lokasi penelitian dilakukan di SMAN 1 Campalagian. Populasi penelitian ini sekitar 400 siswa dari 10 kelas dengan menggunakan teknik random sampling, peneliti mengambil sampel sebanyak 40 siswa. Instrumen penelitian ini adalah tes dan kuesioner. Analisis data penelitian menggunakan teknik statistik deskriptif. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe STAD dapat meningkatkan kemampuan pelafalan siswa. Hal ini ditunjukkan dengan adanya peningkatan persentase kemampuan siswa pada tes akhir yang dilakukan di SMAN 1 Campalagian. Data penelitian ini dianalisis melalui SPSS. Nilai rata-rata yang diperoleh pre-test kelompok eksperimen adalah 35,38 sedangkan nilai rata-rata post-test kelompok eksperimen adalah 52,25. Nilai rata-rata pre-test kelompok eksperimen lebih rendah dibandingkan dengan nilai rata-rata post-test kelompok eksperimen. Nilai signifikansi (2-tailed) < 0,05 sehingga dapat disimpulkan bahwa distribusi data pre-test dan post-test kelas eksperimen adalah normal. Kemudian, hasil persepsi siswa diperoleh persentase rata-rata total sebesar 35,17 atau dengan persentase 87,93% yang menunjukkan bahwa tanggapan siswa terhadap penerapan STAD mencapai kategori baik. Hasil respon siswa yang diperoleh melalui angket yang dibagikan kepada setiap siswa memberikan pengaruh yang positif karena hampir semua responden memberikan jawaban yang baik terhadap penerapan ini.

Kata Kunci: Pembelajaran koperatif, STAD, Pelafalan, Persepsi siswa

ABSTRACT

SYARIFATHUL AMALIAH, *Improving Students' Pronunciation Ability by Implementing the STAD at SMAN 1 Campalagian.* **Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat 2025.**

This study aims to determine the effect and students' perceptions of the implementation of the STAD type cooperative learning model as a learning strategy in improving students' pronunciation skills. This research design used pre-experimental by conducting pre-test and post-test of one group, quantitative approach. The research location was conducted at SMAN 1 Campalagian. The population of this study was about 400 students from 10 classes by using random sampling technique, the researcher took a sample of 40 students. The instruments of this research were tests and questionnaires. The research data analysis used descriptive statistical techniques. The results showed that the implementation of STAD type cooperative learning model can improve students' pronunciation ability. This is indicated by the increase in the percentage of students' ability in the final test conducted at SMAN 1 Campalagian. The data of this study were analysed through SPSS. The average value obtained by the pre-test of the experimental group was 35.38 while the average value of the post-test of the experimental group was 52.25. The mean value of the pre-test of the experimental group was lower than the mean value of the post-test of the experimental group. (2-tailed) < 0.05 so it can be concluded that the distribution of pre-test and post-test data of the experimental class is normal. Then, the results of student perceptions obtained a total average percentage of 35.17 or with a percentage of 87.93% which indicates that student responses to the application of STAD reach the good category. The results of student responses obtained through questionnaires distributed to each student had a positive effect because almost all respondents gave good answers to this application.

Keywords: Cooperative Learning, STAD, Pronunciation, Student Perception

CHAPTER I
INTRODUCTION

A. Background

Currently, English has become the main medium of communication for people in various countries in the world, such as the United Kingdom, the United States, Canada, Australia, New Zealand, South Africa, and many other countries use it. As the most widely used language in various countries in the world, English has become an official language used internationally. Therefore, mastering English becomes very important. As an international language, English dominates all aspects of life, be it political, social, economic, cultural, or educational and it has begun to penetrate into the field of mass media. Ratu (2016) said that in this modern era, many mass media have used English in publishing news and other unique things. In this respect, learning English is very important, starting from basic education to higher education. Learning English has four specific skills namely listening skills, reading skills, speaking skills, writing skills. Simanjuntak, Y.F. (2020) There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. Mastering language skills will determine the students' communicative competence in the target language.

Speaking skills are one of the most important skills in English, because speaking is one of the basic human needs to communicate, as well as being the key to language. Kosdian in Rifa'at (2018) argues that of the four language skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know the language are referred to as 'speakers', the language as if speaking includes all kinds of knowing other languages. In another statement, Darmadi (2015) defines speaking as a productive skill that can be observed directly and empirically. From the two statements above, speaking skills are very important to communicate, and speaking is also one of the productive skills in writing. In addition, speaking is also a way to convey feelings thoughts and desires directly. As stated by Asi Lestari P (2018) Practically, in teaching-learning process in the

classroom, some students do lots of mistakes or even some errors in their speaking activity. Based on language testing book, the criteria of evaluation of testing speaking have five criteria, including: Structure/grammar, vocabulary, Comprehension, Fluency and Pronunciation

One of the most important factors in language, especially speaking skills, is pronunciation. However, there are still many people who pay less attention to pronunciation, as speaking and practicing reading pronunciation is an unavoidable aspect in English. Because in Indonesia there are so many regional languages that cause many accents that can affect pronunciation, it is therefore necessary to determine the correct pronunciation in English in a foreign-speaking country such as Indonesia. Pronunciation is an important aspect of teaching and learning English at primary, junior, secondary and college levels in Indonesia.

The use of the right learning model can encourage the growth of students' enjoyment of lessons, foster and increase motivation in doing tasks, the success of teaching teachers lies in improving student learning outcomes, therefore through the selection of the right learning model the teacher can choose or adjust the type of approach and learning method with the characteristics of the subject matter presented (Hafid 2024)

Learning approach is a way of looking and seeing or understanding the situation in learning. There are two types of approaches in learning, namely a teacher-centered approach and a student-centered approach. Learning method is a way for a teacher to deliver learning materials so that the learning objectives and basic competencies can be achieved. There are many kinds of learning strategies, one of which is cooperative learning strategies. Cooperative learning is a general term for a set of teaching strategies designed or created to educate students in groups and interactions between students to educate students in groups and interactions between students. Cooperative learning strategy has three learning objectives, namely academic learning outcomes, acceptance of diversity and development of social skills. After the researchers made observations at the school, there were several obstacles experienced by students in English lessons, especially in speaking. Related to the problem, most likely is the influence of the classroom situation that is less supportive when the learning process takes place, so the

researcher found two problems at school, namely students' pronunciation ability in speaking English and the problem of classroom situation. During the observation process, the researcher took the time to discuss with some students at the school, such as asking about their interest in learning. After summarizing the results of the discussion, the researcher proposed a solution according to what makes students interested in learning, especially learning English. To overcome students' problems with their pronunciation skills, the researcher applied one of the clear learning models, namely the STAD type cooperative learning model. The researcher chose this model because this model can involve students actively and create innovation in learning so that learning becomes more fun. This is in line with the opinion of Davidson & Kroll who stated that the STAD type cooperative learning model is an innovative learning model designed to assist students in understanding the theory deeply through experience.

Students Teams Achievement Division (STAD) type cooperative learning model is one of the learning models in which there are several small groups of students with different academic level abilities, working together to complete learning objectives. Not only academically, students can also be grouped diversely based on gender, race, and ethnicity (Wulandary, I. 2022). The STAD type cooperative learning model is designed to increase students' sense of responsibility for their own learning and the learning of others. Students not only learn the material given to them, but they must also be ready to give and teach the material to other members.

The media that researcher used is YouTube media which is easily accessible among students today. One example of the use of information and communication technology is audiovisual media used to learn English pronunciation. The audiovisual media in question can be in the form of video recordings or a combination of moving images. Video is suitable for practicing pronunciation because in addition to displaying recordings or moving images it also provides sound; the combination of sound and image will attract the attention of the audience (students). When the researcher conducted initial interviews with several students at the school, some of them revealed that students had not been introduced to the STAD type cooperative learning model that could be used to learn

English. Based on the previously known problems, the researcher took the initiative to raise the title **"**Improving students' pronunciation ability by implementing the STAD at SMAN 1 CAMPALAGIAN"

B. Problem Identification

The researcher found two problems at school, namely students' pronunciation skills in speaking English and the classroom situation.

1. Students lack of pronunciation mastery at SMAN 1 CAMPALAGIAN
2. Learning situation that needs to be improved with an interesting learning model

C. Problem Limitation and Formulation

1. Can the use of STAD improve the English pronunciation ability of students in class X3 at SMAN 1 CAMPALAGIAN?
2. What is the students' perception towards the implementation of STAD in English learning process for students of class X3 at SMAN 1 CAMPALAGIAN?

D. Objective of the Research

1. To find out Whether or not STAD model implementation can improve students' pronunciation.
2. To find out the perception of students of SMAN 1 CAMPALAGIAN regarding the application of STAD during the learning process.

E. Benefits of Research

This research is expected to provide benefits, both practical benefits and theoretical benefits.

1. Practical benefits
   a. For teachers: It is a consideration for teachers in delivering subject matter, especially pronunciation skills in English, through the STAD type learning model, with the meaning that students can find concepts of knowledge and facilitate the delivery of material to students being taught.

    b. For students: Increase students' efforts in speaking and understanding skills properly & correctly

    c. For researchers: This research is expected to be able to provide lessons to be able to utilize and develop this type of cooperative learning STAD especially in speaking skills.

2. Theoretical benefits

    a. For teachers: Adding knowledge and can be used as an effort to improve learning outcomes, so that lessons are fun and not boring in class.

    b. For students: Make it easier for students to learn so they don't get bored, especially in learning speaking skills.

    c. For researchers: Increase knowledge and importance of using STAD type cooperative learning model on students' speaking learning out

CHAPTER II
LITERATURE REVIEW

A. Previous Related Studies

Review of the previous study consists of some researchers which were conducted in this area. They can be used as references in this research.

Titik Nur Maidah (2020) Conducted a study entitled *"The influence of using STAD towards student's vocabulary mastery at the second semester of eighth grade of SMPN 6 KOTA BUMI"* The total items of pre-test and post-test were 20 items for each. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute an independent sample t-test. After conducted the post-test, then the researcher analyzed the data. From the data analysis, the result could be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) was 0.002. It was lower than $\alpha = 0.05$ and it means that Ho was rejected and Ha was accepted. Based on the result of data analysis, the researcher concluded that there is a significant effect of using STAD (Student Team Achievement Division) on students' vocabulary mastery in the eighth grade of SMPN 6 KOTA BUMI in the 2019/2020 academic year.

Muhammad R & Leil Badrah Z (2023) conducted a study entitled *"Implementing Student Teams Achievement Divisions (STAD) for Increasing Students' Speaking Skill."* Students Teams Achievement Divisions (STAD) implemented to improve students' especially in English-speaking classes. Classroom Action Research (CAR) was used to solve the problem faced by the students at one of public high school in grade 9 of the second semester in one of school in Southern Thailand. The researchers as teachers observed 21 science students through evaluation in the English class. The researchers compared pre-test and post-test to obtain data and found out whether the strategy was effective in improving students speaking skills. The data was collected through four-part cycle involved (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. The results revealed the improvement of students speaking skills in pre-test and post-test. The students achieved 58.09 for the average score of pre-tests which is categorized poor. After implementing Students Teams Achievement Divisions (STAD) activities, the

students' average scores improved. The post-test gained 73,14 with a great improvement in several aspects such as Pronunciation was 24.00% and followed by Performance Skill was 15,04% improvement. The evidence indicates that students responded positively to Students Teams Achievement Divisions (STAD) method especially in the quizzes. The findings concluded that Students Teams Achievement Divisions (STAD) have impacted student motivation toward learning and improved their speaking skills.

Jonni M & Muhammad T (2021) conducted a study entitled *"Efforts to improve student learning outcomes by applying the STAD-type cooperative learning model"* This study is a study that applies the STAD (Student Teams Achievement Division) cooperative learning model to improve student learning outcomes in Construction Cost Estimation subjects. The method used in this study is classroom action research (CAR). Research takes the form of cycles that last twice the cycle, depending on the success rate of the target achieved. The research subject in this study was a student of class XI Design Modelling and Building Information (DPIB) Vocational High School (SMK) NEGERI 5 SUNGAI PENUH. The number of students in this class is 14 students. Data analysis techniques are carried out by assessing the activeness of students' learning and assessment of learning outcomes. Student learning outcomes in the first cycle with a total of 14 students, with an average score of 72.86, and students who achieved the completion of 8 people's learning, which is 57.14%. In the second cycle with the number of students was 14 people, with an average score of 79.29, and students who achieved the completion of learning 11 people, namely 78.57%. In this second cycle, the average grade of students has reached above the Minimum Completion Criteria (MCC).

Ashari Hasibuan (2022) conducted a study entitled "*Efforts to Improve Students' Ability to Speak Procedural Text Through the Stad Learning Model in Class IX-1 Smp Negeri 1 Padangsidimpuan in the 2018/2019 Academic Year*". This study was started from the problem in speaking ability on english material of Smp Negeri 1 Padangsidimpuan where most of students have the low ability in speaking english. to improve speaking ability on english material of Smp Negeri 1 Padangsidimpuan was applied STAD model. Result of this research from each

cycle could be seen from the students' achievement in learning process, in which the average of the value on cycle I students got scores 78.61% with completeness 80.95%, meanwhile the average of the value on cycle II students got scores 86.71% with completeness 100%. It could be concluded that the using of STAD model could increase students' speaking ability on English material at the IX-1 class of SMP Negeri 1 Padangsidimpuan.

From the four previous studies above, there are similarities and differences with the current study. Some previous researchers conducted various learning strategies for the same purpose. The researcher who applied PLS, namely pronunciation learning strategies, aimed to find out the effect of applying YouTube videos on non-English students' pronunciation problems. The next researcher applied animation and YouTube videos to develop students' English pronunciation, this study investigated the feasibility and practicality of using this media with Iraqi learners by using comparison classes during the study. There are also researchers using classroom action research (PTK) which focuses on giving students to watch native speaker YouTube channels to be more effective in improving pronunciation skills. Then for the next research, the goal to be achieved is to achieve speaking ability in procedure text through STAD by conducting 2 cycles, this research was conducted at the junior high school level and took a sample of only 1 class. From all these previous studies, there are similarities with this study, namely in the use of YouTube media, but there are also differences, namely the current study uses the STAD type learning model in its application to improve students' pronunciation skills.

B. Theoretical Framework

1. Pronunciation

a. Basic of Pronunciation

Pronunciation is the way a person pronounces words in a particular language. It encompasses various elements, including sound, rhythm and intonation. In English, for example, pronunciation involves the use of phonemes, which are the smallest units of sound. Understanding how to

pronounce words correctly is very important, as incorrect pronunciation can change the meaning of a sentence or make communication less clear.

In pronunciation, there are two main categories of sounds: vowels and consonants. Vowels consist of sounds produced without obstruction in the vocal tract, such as A, E, I, O, and U. Consonants, on the other hand, are sounds produced by obstructing airflow at various points in the vocal tract, such as B, D, T, and S. Each of these sounds has a different pronunciation and nuances, which need to be learned in order to speak fluently and be easily understood. Practice is the key to improving pronunciation. Listening to native speakers and mimicking the way they pronounce words can help a lot. Additionally, using tools such as phonetic dictionaries or language learning apps can also speed up the learning process. With consistent practice, one can improve pronunciation and become more confident when communicating in the language, both in formal and informal situations.

b. Definition of Pronunciation

The definition of pronunciation according to experts covers various aspects in the field of linguistics and phonetics. Here are some definitions that are often referred to:

1) David Crystal:

States that pronunciation is the way a person pronounces words in a language. It includes aspects of intonation, stress, and sound formation.

2) Henry Sweet:

States that pronunciation is the part of phonetics concerned with the way sounds are produced and articulated, and how they are understood by the listener.

3) Daniel Jones:

States that pronunciation covers everything related to the sounds of language, including the way the sounds are produced by the speech organs and the way they are received by the listener.

4) Longman Dictionary of Contemporary English:

Defines pronunciation as the way in which words are pronounced, which can vary between individuals and cultures.

5) Harmer:

In the context of language teaching, Harmer explains that pronunciation includes the pronunciation of vowels and consonants, as well as intonation and rhythm, all of which contribute to effective communication.

These definitions emphasize that pronunciation is not only about the sounds produced, but also about the social and communication aspects of language use.

c. The Kinds of Pronunciation

Pronunciation can be categorized into different types, depending on the aspect being emphasized or the context being discussed.

1). Phonetic pronunciation: Phonetic pronunciation focuses on the precise sounds of individual phonemes (speech sounds) in a language. It involves understanding and producing the correct articulation of sounds, including vowels, consonants, and diphthongs.

2). Phonemic Pronunciation: Phonemic pronunciation emphasizes the phonemes of a language—the smallest units of sound that can change meaning. It focuses on the distinctive sounds that differentiate one word from another in a particular language.

d. The Importance of Pronunciation

Pronunciation plays an important role in English speaking to express our ideas. It is an essential part for every speaker to speak with the right pronunciation. English is a widespread language and has a variety of speech in different parts of the world, there is no purity of pronunciation. Therefore, we often come across alternate pronunciations and mispronunciations. However, no matter how common the incorrect pronunciation is, people always need to strive to acquire correct pronunciation. Many people learning and speaking the English language often do not pay any attention to their pronunciation. Some of them underestimate it and ignore it. They think that pronunciation is not as important as speaking and pronunciation are less important than grammar and vocabulary. But the fact is that pronunciation is extremely important. Many cases of misunderstanding in communication

were caused by the mispronouncing of words or improper intonation. (Kobilova, N.R 2022)

In conclusion, learning pronunciation is essential for effective communication, cultural appreciation, personal development, and success in academic and professional endeavours It enhances clarity, confidence, and comprehension, contributing to richer, more fulfilling interactions and experiences.

e. Impact of Pronunciation on Learning

Effective pronunciation improves clarity of communication, builds confidence, and facilitates more effective interaction in language learning. There are several aspects that are the impact of pronunciation.

1) Comprehension and Communication

- Clarity of Meaning: Proper pronunciation helps the listener understand the message better. Mispronunciation can cause confusion or misunderstanding.
- Confidence: Speakers who feel comfortable with their pronunciation tend to be more confident when speaking, which improves their communication skills.

2) Social Interaction

- Building Relationships: Good pronunciation allows for smoother interaction, building positive social relationships with native speakers or fellow learners.
- Avoiding Stigma: Accents or pronunciations that are difficult to understand can lead to stigma or discrimination, affecting how people are perceived in social situations.

3) Learning Motivation

- Interest in Language: Students who feel their pronunciation is noticed and improved may be more motivated to learn the language further.
- Personal satisfaction: Being able to pronounce words correctly can increase self-satisfaction and a sense of accomplishment.

4) Academic Success

- Performance in Oral Exams: Good pronunciation is essential in the oral exam, where speaking ability is assessed.
- Class Engagement: Students who feel comfortable with pronunciation are more likely to actively participate in class discussions.

5) Multilingual Education

- Learning Difficulties: Students learning more than one language may face difficulties if the pronunciations of the languages affect each other.
- Cultural Differences: Understanding pronunciation also includes cultural aspects, which are important for effective communication in a global context.

6) Development of Listening Skills

- Improve Listening Comprehension: By understanding the correct pronunciation, students can also improve their listening skills, which are essential in language learning.

7) Difficulty in Learning

- Frustration: Difficulties in pronunciation can cause frustration and hinder learning progress.
- Repetition and Practice: Requires more time to practice and repeat, which can be a burden for students.

Thus, attention to pronunciation in language learning is essential to ensure effective communication, build confidence, and enhance the overall learning experience.

2. STAD

a. Definition of STAD Learning Model

The STAD learning model is a cooperative learning technique that divides students into small groups that have different academic abilities to achieve learning objectives (Huda, 2015, p. 201). STAD is basically the most basic learning model of cooperative learning. STAD stands for Student

Teams Accomplishment Division, and it refers to the student team achievement division. Slavin (2015) and his colleagues at Johns Hopkins University created this model. The primary goal of STAD is to inspire students to support and assist one another in mastering the skills taught by the instructor (Slavin in Rusman 2018). STAD is a cooperative learning model that encourages student cooperation through learning in groups whose members are diverse, both in academic abilities and ethnic backgrounds, and so on, in order to create a state of mutual encouragement and help each other master skills in a diverse social environment being researched STAD Learning Model according to experts.

1) Slavin (2015)

   STAD is one of the simplest methods of cooperative learning, and is the best model to start with for new teacher model for teachers who are new to the cooperative approach.

2) Rusman (2018)

   The STAD learning model is a model in which students are divided into groups consisting of 4-5 people who have diversity in abilities, gender, and ethnicity.

3) Anas (2014)

   STAD type cooperative learning is learning that consists of five main components in learning, namely class presentation, group learning, quizzes, development scores and group rewards.

4) Trianto (2017)

   Student Team Achievement Division (STAD) is a model of cooperate learning that uses small groups with heterogeneous number of members in each group of 4-5 students.

5) Mulyatiningsih (2012)

   STAD is a cooperative learning strategy that combines the use of lecture, questioning and discussion methods.

(2.1 Figure Cooperative learning strategy)

b. Components of the STAD learning model

STAD is a cooperative learning technique in which students collaborate in groups of four or five. Within these groups, students engage in discussions and work together before individually answering tests. According to Slavin in Yanti.N (2023), STAD engages diverse students, including different academic performances, genders, races, and ethnicities. Among various cooperative learning approaches, STAD is considered the simplest and most straightforward, making it an ideal starting point for teachers new to cooperative learning

1) The class presentation

During this phase, the teacher delivers the learning material to the students through direct teaching, instructional videos, interactive activities, and other methods. It is important for students to pay attention during the class presentation as it has a direct impact on their performance in subsequent tests. The test results are evaluated based on the overall performance of the team.

(2.2 material presentation)

2) The teamwork

Students are divided into groups of four to five members, with the intention of creating diversity in terms of academic rank, gender, race, and ethnicity. This diversity helps prevent imbalances in abilities within the groups. The teams work together to review the teaching material that was presented, engage in discussions, compare answers, and address any misunderstandings among group members. This collaborative strategy promotes both individual and collective responsibility, ensuring that all team members have a solid grasp of the learning material.

(2.3 team organization & teamwork)

3) The individual quiz

After engaging in group discussions on the presented material, students proceed to independently answer an individual quiz or test. During this phase, they are not allowed to seek assistance from their peers. This component emphasizes individual accountability, as each student is responsible for their own learning and performance on the worksheet. Higher scores achieved by individual team members contribute to the overall improvement of the team in subsequent parts of the learning process.

(2.4 Testing students' ability individually)

4) Individual Progress Score (Individual improvement score)

The concept of a base score, which represents the minimum score expected from each student on a 30-point quiz. These base scores are determined when students are assigned to their teams. If there are 25 or more students in a class, the first three students can be assigned a base grade of 20, the next three with 19, and so on, until all students have a base grade. In subsequent quizzes or assessments, students can earn points for their team based on the increase in their individual score compared to their base score. This component encourages students to strive for improvement and rewards their progress in relation to their initial performance.

(2.5 gives the previous base value)

5) Team recognition

After each individual quiz or assessment, the teacher collects the individual development points earned by each student and adds them to

the team summary form. The team summary form keeps track of the points accumulated by each team member throughout the learning process. Based on these individual scores, the teacher calculates the teams total score for each division. This component allows for the recognition and celebration of team achievements, fostering a sense of collective success and motivation among the students.

(2.6 Awarding scores for each team's achievement)

c. Advantages and Challenges in Implementing the STAD Learning Model

Nurdin & Indra desman T (2022) The STAD learning model focuses on dividing into small groups to study certain teaching material so that each student's understanding is more comprehensive. It is hoped that a class atmosphere that focuses on discussions, presentations and work time can trigger students' sensitivity to open-ended material. However, behind the many advantages of the STAD method, there are several challenges that will be faced when implementing it, namely:

1) Advantages of STAD Learning

Like learning methods in general, implementing the STAD has several advantages and challenges, here are some of the advantages of STAD learning:

a. Increase social sensitivity and solidarity

b. Enable students to learn from each other about attitudes, skills, information, social behavior, and views;

c. Make it easier for students to make social adjustments;

d. Teach students to build commitment in developing their groups;

e. Stimulate student creativity with the opportunity to exchange ideas with other students.

2) STAD Learning Challenges

Dividing students into small groups often makes the class less conducive. Apart from that, there are still several challenges that will be faced in implementing the STAD learning model

a. A large number of students will cause the researcher to need extra time to control the classroom atmosphere. If not managed well, the class will become inefficient.

b. In certain cases, if there is not strict guidance there will be students who are dominant and left behind in the group. This inequality can backfire on this learning method.

c. Inadequate classroom facilities and equipment can be a challenge for implementing STAD learning. The lack of special rooms that allow group learning can make the class feel full and the reception of teaching material is not conducive.

d. STAD Objectives in Learning

Improves Collaboration: Encourages students to work together in groups, so they can help and support each other. Improves Academic Achievement: Through cooperative learning, students are expected to achieve better understanding and higher learning outcomes. Builds Social Skills: Students learn communication, leadership and conflict resolution skills while interacting with group mates. Provides Constructive Feedback: By working in teams, students can give and receive feedback, which helps in the learning process. Encourages Individual Responsibility: Each team member has a responsibility to contribute, so they learn about individual responsibility in achieving a common goal. Increases Motivation: Learning in groups can increase students' motivation, as they feel more connected and have support from friends. As such, STAD focuses on active and collaborative learning, which is expected to have a positive impact on students' academic and social development.

e. Principles of the STAD learning model

In applying the STAD, there are several principles that need to be considered. These are the 5 principles of cooperative learning explained by Roger and David Johnson.

1) Positive Interdependence: is the principle of positive interdependence which states that the success of completing a task depends on the effort given.

2) Individual Accountability: is individual responsibility or in other words each individual has a responsibility to achieve group success.

3) Face to Face Promotion Interaction: namely face-to-face activities which aim to enable each student to interact and discuss to get the information they need.

4) Participation Communication: namely the process of training students to be able to communicate and be active during teaching and learning activities.

5) Group Process Evaluation: namely an evaluation process to find out successes and shortcomings during group learning

Based on the previous explanation, researchers can conclude that Student Team Achievement Divisions (STAD) is a learning strategy that focuses on students working together in groups. The main goal is to make it easier for each member to understand the material so that in the end it can improve learning outcomes.

C. Conceptual Framework

        The schema of the conceptual framework of this research can be illustrated as follows:
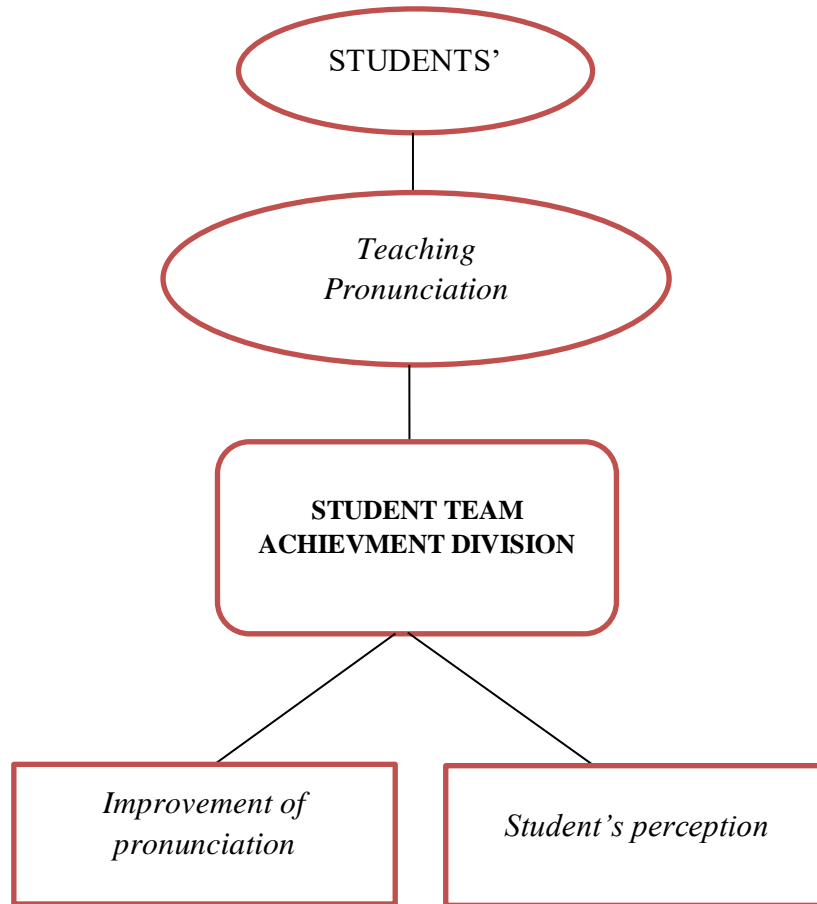
D. Hypothesis

        Hypothesis is a temporary answer that must be tested and not all research requires a hypothesis, exploratory and descriptive research does not require a hypothesis. The conclusion of the hypothesis is a research problem that is tested empirically through an analysis that limits and minimizes the scope of the research, facilitates data collection and processing, knows the number and relationship between research variables and knows which variables to control.

1. Alternative hypothesis (H1): There is a positive effect in improving students' pronunciation ability through STAD

2. Null hypothesis (H0): There is no positive effect in improving students' pronunciation ability through STAD

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestions of the research. The conclusion is based on the presentation and description of the findings and discussion of the data analysis

A. Conclusion

1. The application of the STAD type cooperative learning model can improve students' pronunciation ability.

   From the results obtained by researcher in improving students' abilities, that in the application of STAD the score achieved by students in the pre-test was 35.38 (low) and the score achieved by students in the post-test was 52.25 (good). The existence of influence after getting treatment by implementing the STAD type learning strategy, according to the rules of hypothesis testing if the significant value is less than 0.05 then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. If the significant value is more than 0.05, the alternative hypothesis (Ha) is rejected and the null hypothesis (H0) is accepted. The significant value (sig-2 tailed) is 0.000 and smaller than 0.05 (0.00<0.05).

2. Students' perceptions regarding the implementation of STAD on students' pronunciation ability in the classroom.

   Students' perceptions of the implementation of STAD, dominated with answers strongly agree on each statement in the questionnaire was filled out by 40 students. The results of the questionnaire showed that the calculation of the percentage score of 87.93%, which means it is included in the good category. With this it can be concluded that students are interested and have a positive perception of the application of STAD. Based on the table, a total average of 35.17 or 87.93% is obtained which is included in the good category, especially in the questionnaire statement, the use of STAD makes learning English easier, namely pronunciation.

B. Suggestion

1. For Teacher

   The implementation of this study group (STAD) is widely used among teachers because STAD is one of the cooperative learning models that emphasizes student interaction to help and motivate each other in achieving achievement and mastering the material.

2. For Students

   The STAD learning model is implemented in the hope that it can trigger students in learning, discussing, working together, interacting, collaborating with groupmates in order to help each other to motivate each other to master the material well and be responsible.

3. For Researcher

   This lesson for researchers can evaluate students against the STAD method that affects students' understanding in learning, it also involves measuring changes in academic achievement before and after the implementation of STAD.

4. For Future Researcher

   Researcher can examine how STAD can be adapted or updated with the latest technology or innovative learning methods. For example, they could explore the integration of STAD with technology-based learning, such as the use of educational apps or online platforms.

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