

**ANALYZING STUDENT'S SPEAKING ABILITY BY
APPLYING (STAD) AT THE EIGHTH GRADE OF
JUNIOR HIGH SCHOOL**

THESIS



By:

Balqis Salsabilla F.Z
NIM. 202101060031

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2024**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of The Requirements for
A Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department



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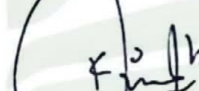
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MOTTO

دَرَجَاتِ الْعِلْمِ أُوتُوا وَالَّذِينَ آمَنُوا مِنَ الَّذِينَ اللَّهُ يَرْفَعُ تَعَالَى اللَّهُ قَالَ

Allah says: “Allah will raise those who have believed among you and those who were given knowledge, by degrees.”

(QS. Al-Mujaadilah:11)¹



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¹ Al-qur'an application, qur'an english, version 2.7.97 <https://quranformobile.com/>

DEDICATION

I am pleased to dedicate this thesis for:

1. Mrs. Neni Oktaria and Mr. Lutfi Hasan, my beloved parents who always support me for my success journey in finishing my thesis. To my mother and my father who loves me so well, who always works really hard for me, who always takes good care of me, who always supports and motivates me to finish my thesis. Who can be a parent and best friend to me, you mean a lot in my life and I love you so much.
2. Mrs. Djahria and Alm mr. Buchari Siddiq as my beloved grandma and grandfa who also loves, supports, motivates, and helps me to finish my thesis. Thanks a lot, of you.
3. My beloved sister, Mrs. Putri Kalish F.M. she still a little girl but she always accompany me everytime.
4. My love, my fiance Mr. M. Hasan Mahbuby. Thanks for all your treat to me, thanks for all the support, and thank you for staying with me until i finish my thesis. I love you and always love you.
5. The last is my friends, I can't mention here who gives me a positive word and supports to finish this thesis. I want to say thank you to all of you and good luck on your life.

ACKNOWLEDGEMENT

Praise and gratitude to Allah SWT, the most gracious, the most merciful, the Lord of the universe who has bestowed His grace, taufik and guidance so that the author can successfully complete the thesis entitled:

“Analyzing student's speaking ability by applying (STAD) at the Eighth grade of junior high school” which is one of the requirements to fulfill the bachelor's degree. Shalawat and salam may remain devoted to our great Prophet Muhammad SAW, shalawat and salam may remain devoted to him who has led us from darkness to bright light, especially for the future and bright world civilization.

Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember.
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Hopefully, Allah will reward all of the wonderful actions that people did help me in completing this thesis. The author realizes that this thesis has not yet reached perfection, both in terms of writing and language. For the sake of perfection of this thesis, the author gladly accepts criticism and suggestions for improvement in the contents of this thesis.

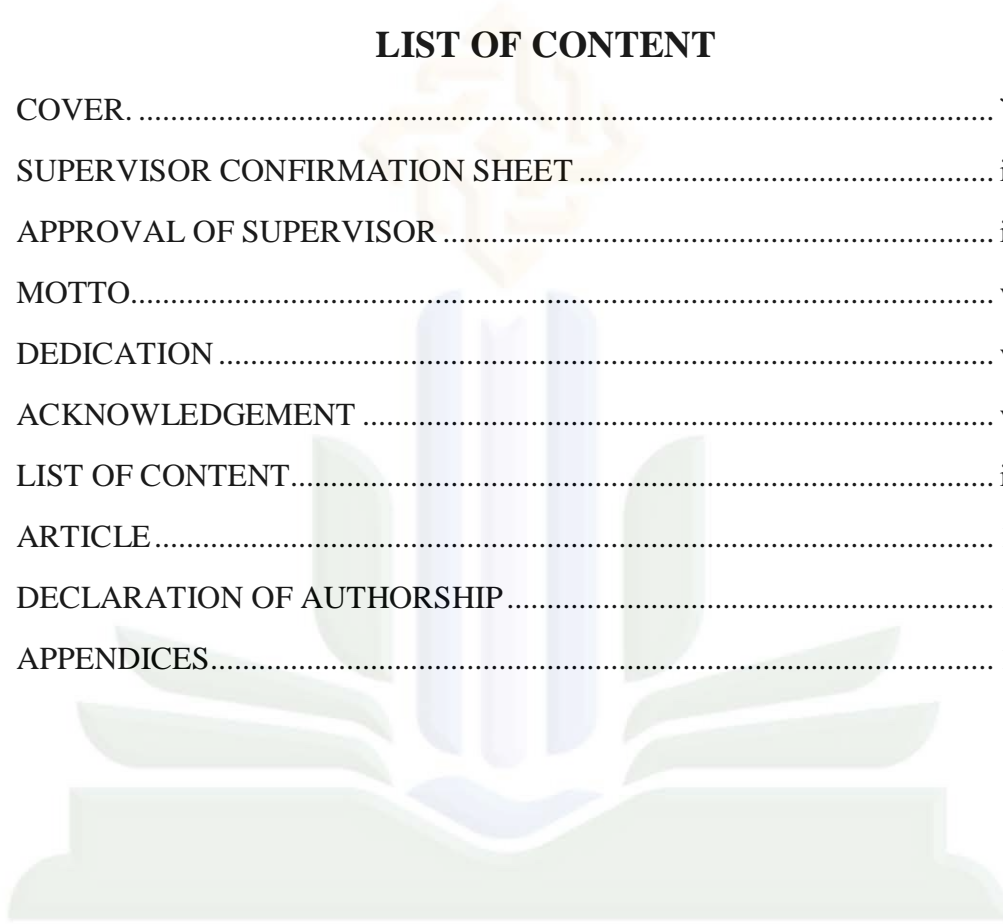
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Researcher

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ANALYZING STUDENT'S SPEAKING ABILITY BY APPLYING (STAD) AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL

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Abstract The research use qualitative method. The research aimed to analyze student's speaking ability by implement student team achievement division (STAD). The subjects of this research were eighth grade students of junior high school. The method include research design, research location, research subject, data collection technique, data analysis, validity of data based on two type of triangulation, source triangulation and method triangulation, The research results in this article show that the STAD learning method is Success in helping student speaking ability. Through an assessment that includes several indicators like pronoun, grammar, vocabullary, function and comprehension. The STAD method has 6 steps namely: class presentation, group Study, test assessment, and group reward. The results of this research can be seen from the students' learning process by implement STAD for student speaking ability.

Keywords Cooperative learning type STAD; Speaking Ability; Junior high school

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1. INTRODUCTION

Education is so important for life today, everything that is done and done requires knowledge. Everyone has heard about education, and everyone as a child has experienced education, or everyone as a parent or teacher has implemented education (Sadulloh, Muharram, & Robandi, 2019). Revolution 4.0 creates greater challenges in all aspects of life (Sari & Avianty, 2023). Like wise, in the field of education, students must be equipped with various abilities or skills to face the challenges of the times.

Education is a method for educational activities which aims to provide understanding to students (Alpian, et al, 2019). Understanding the material for

students is also very important, if students understand the material then the knowledge gained can be implemented or applied well because of the students' good understanding of the material. Not only memorizing the material, but understanding the learning being conveyed, so that students can define and implement it according to their own statements.

Not only education, to be able to adapt to everyday life is communication skills. Prahastuti (2006: 19) explains the origin of the word communication based on Corea's opinion. It is written that communication import and transmit and then from this word comes the words communication, communicate, communicator and so on. Creative and innovative learning creates two-way communication between teachers and students. (Puspaningtyas, 2016, Sari, 2023). If the 2-way communication runs smoothly, students will be active and able to understand a concept independently.

So that all class members can be involved in speaking learning activities, we should always remember that speaking is essentially related to other language activities such as listening, reading and writing. Thus, teaching speaking should pay attention to two-way and functional communication. The teacher's task is to develop speaking teaching so that class activities are dynamic, lively and of interest to children so that it is truly felt as something necessary to prepare themselves to enter society. To achieve this, in learning to speak several factors must be taken into account, for example the speaker, listener, and subject of discussion.

Innovative learning methods that can increase student activity, especially in speaking, is cooperative learning. According to Slavin (2009:8) This learning is a learning whose aim is to help each other in a group academic material. Anita Lie

(2010:17) believes that the cooperative learning method can be defined as a structured group work or learning system.

In the strategy of positive dependence between students, so that they can be held individually accountable and can train them. The success of a group is largely determined by group members interacting and working together. Cooperative learning can be successful if the learning group trusts each other. Positive interdependence can occur if each student motivates each other and facilitates each other to fulfill joint tasks in achieving common goals.

According to Arends (1997: 144) cooperative learning is

- a. Unique, because it uses different tasks and respects students. Students need cooperation in small groups. Group awards are like individual awards;
- b. Democratic growth, emphasizing the areas of teaching and practice, active learning, behavior, cooperation and respect for diversity in society and students' social skills.

In this case, researchers found several problems. Among them:

- a. Students are less interested in English lessons because they consider language lessons to be very complicated because it is a foreign language.
- b. Lack of self-confidence because he thinks that he will not be able to master this foreign language.
- c. Can't speak English. Some students are able to read, but if they are asked to practice speaking, these students suddenly forget and don't even know English.

Given this problem, the researcher thought of a cooperative learning method that seemed to be able to help students overcome existing problems, namely using the Student Team Achievement Division Method (STAD). According to Slavin (Rusman,

2012:213), the STAD (Student Team Achievement Division) method is the most widely researched variation of cooperative learning. This method is also very easy to adapt, having been used in Mathematics, Science, Social Sciences, English, Engineering, and many other subjects.

According to Dian (2011), "Stad is learn with the help of worksheets as a guide in groups, discussing to understand concepts, finding the correct results." All members are given responsibility, all individual students are given tests which will affect the evaluation of the entire group, which consists of 4-5 people. Each team or group should have members who are heterogeneous in terms of gender (men and women), race, ethnicity, and various abilities (high, medium, low).

Sudarsa (in Bakhtiar 2016), said that STAD type Cooperative Learning provides wider learning opportunities and a conducive atmosphere for students to develop attitudes, values and social skills that are beneficial for social life. Teachers no longer act as the only learning resource but rather act as mediators, facilitators, dynamists and learning managers. Students who have high achievement motivation are always encouraged who have high achievement motivation are also persistent in facing tasks, tenacious and do not give up easily in the face of difficulties, have a high interest in various problems, work independently, can defend opinions and enjoy searching for and solving problems.

MTS Tarbiyatul Khussoh Al-Barokah is a school that has a special English class. there were 18 students whose English speaking skills were very poor. Many students have difficulties in producing the utterances in the speaking class. Some students still consider that English is a difficult lesson to be learned at the school. In

addition, most of students prefer to keep silent rather than speaking when the teacher asked the student to practice in the class.

To help the students in solving their problem, the teacher should motivate and create the effective way to stimulate students, then the students interested in practicing their speaking. Moreover, the students not only have to learn more about vocabulary building, grammar, and pronunciation but also have to understand when, why, and in what ways to produce language. Self confidence is the important thing in speaking ability, because utterance will not come if there is not bravery and confidence in her/him self.

Based on the explanation above, students really need learning methods that can support them in learning by providing teaching methods by including Grammar, vocabullary, pronoun, function, and comprehension To measure progress of student speaking ability. So the researchers decided to research with the problem, **“How to implementation student team achievement division method on student's speaking ability ?”**

2. METHODS

a. Research Design

In this case, the researcher decided to use qualitative research as the research method. According to Sugiyono (2020:9) qualitative research is research that focuses on interviews, observation, documentation. This research also focused on an informant or object, person, time and place. This research method also prioritized descriptive explanations, not using numbers or percentages.

From this explanation, we could know that the qualitative method is research that focuses on informants with a research process in the form of written or oral interviews. By using this qualitative method, the researcher hopes to answer the question about " Analyzing student's speaking ability by applying (STAD) at the Eighth grade of junior high school."

b. Research location

This research was carried out at MTS tarbiyatul khussoh Al-Barokah which is located on Jl. Block A Islamic Boarding School No.2, Padasan Village, Pujer District, Bondowoso Regency. This school has 3 classes for eighth grade and this research would take place in class 8C where this class is a special English class.

c. Research Subject

The subject of this research is focused on class 8c which consists of 30 student's at MTS Tarbiyatul Khussoh Al-Barokah. In qualitative research, this refers to students who feel they lack mastery in their English lessons. This research would also be based on used the student team achievement division method as the subject of this research.

d. Data Collection Technique

The data collection techniques which were utilized in this current research included:

1) Observation

Observation refers to an application to collect overt, direct evidence by observing subject or individual, and place at the research venue. Besides, one of the observation roles is the non-participation

observer refers to the observer who visits the venue and records the notes or information. without engaging into the participants' activities.

Three steps in the observation as collecting data are,

- a. The researcher asked one of English teacher to join the learning process in the chosen class
- b. The researcher gathered from the first coming to the class till the end
- c. While teaching, the researcher also did her observation to the English teacher in order to get more information relates to the implementation of Student Team Achivement Division (STAD) from student speaking ability.

2) Interview

The qualitative interview is organized when the researcher asks generic, open-ended questions to one or more participants and then notes their responses. Some concepts of interview are as follows: One-on-One Kinterviews, Focus group interviews, Telephone interviews.

There are also steps in collecting data of interview,

- a. The researcher provided questions that will be given to the eighth grade of MTS Tarbiyatul Khussoh Al-Barokah as the subject of this research.
- b. The researcher did her direct interview to the subject of the research
- c. After gaining information, the researcher will collect all data in the last step.

e. Data Analysis

The data analysis of the research is the part of how the procedure of analysis data which will be conducted, so that it can give a view to the researcher who will do the analysis of data, such as classification and setting. According to Miles and Huberman, the qualitative data should be interactive and continuously. Therefore, there are four steps in analyzing data; data collection, data reduction, data display, and conclusion which will be explained below.

1. Data Collection

In this first step, the researcher will collect the data through some ways, like interview, observation, and documentation. When they need further data, it can be repeated twice or even more.

2. Data Condensation

Other name of data condensation is when the process of choosing, concentrating, simplifying, and abstracting a data which arise in writing the transcription. Because of that, the data provided by the researcher will be stronger. Moreover, the researcher must separate between the accurate and the inaccurate one.

3. Selecting

As the researcher, they should be selective both primer and secondary data, like what have been stated by Miles and Huberman.

4. Focusing

Based on Miles and Huberman, the time to focus the data is before doing analysis, means the researcher should limit the data which have the relation with research question only.

5. Simplifying and Abstracting

To serve the data, the researcher must simplify and abstract it first. The abstraction here means the trial to make core, process and statements' summary. After those parts, the data would be evaluated respectfully to the sufficiency and data quality.

6. Data Display

The third step of data analysis which owned by qualitative research is data display that must be provided in the form of short explanation, info graphic or chart.

7. Conclusion and Verification

The researcher must know that the previous conclusion is temporary. Therefore, it will be revised if there is no strong evidence and support the next session of collecting data. The researcher could get back to the place of conducting research, the purpose is to get the data, then, the conclusion is put in more believable.

f. Data Validity

In fact, the validity becomes a major deliberation to develop and evaluate the instrument of measuring. The extent to which an instrument measures what it is intended to measure." To set the data validity of qualitative research data, the researcher should pay attention on the triangulation". Based

on Miles and Huberman's statement, they divided two types of triangulation; first is source triangulation which means to test the data is valid or not. It can be gotten from people, time, and place. The second is method triangulation is the process of assessing data from three techniques, such as interview.

g. Research Procedure

The research procedure refers to the researcher's research implementation strategy, which includes preliminary research, design development, actual research, and report writing. Regarding the research technique described above, this research comprises three steps that the researcher must complete on the research procedure form, as follows:

1. Pre-field Stage

Pre-field stage was implemented before doing the field work.

a) Developing the research design

In this part, the researcher will set up anything she wants to do in the field. Start from the problem, title, focus of the research, reason of choosing that problem, purpose and benefit of the research. In addition, the method is also the crucial thing the researcher can't be skipped.

b) Selecting research field

The researcher selected the research field at MTS Tarbiyatul khussoh Al-Barokah.

c) Permit processing

Before the researcher conducted the research, the researcher obtained a license from the university website, visited the research site to obtain authorization, and then started the research stage process.

d) Assessing the state of the field

Following authorization, the research began comprehension of the context of the research object, and to facilitate data collection.

e) Make a research instrument

Following the completion of the preceding phases, the final step was to prepare the instrument required for conducting the research.

2. Field Work Stage

The research data was collected at this stage. Two methods were used by the researcher to gather the data for the study: observation, and interviews.

3. Data Analysis

After data collection through observation, interviews, Huberman and Saldana's method was used to analyze the data. Following that, it was explained to the report's format and discussed with the adviser. Then, this study was tested and revised one last time after the examination was conducted.

3. FINDINGS AND DISCUSSION

a. Definition of student team achievement division

STAD is type of cooperative learning method that are very easy and very simple to use. According to Suyatno (in Dedek Andrian, et al. 2020) stated that with this method there is a learning where this learning can form random groups where each group has a very large learning responsibility. Furthermore, according to Khan & Inamullah (in Dedek Andrian, et al. 2020) stated that STAD learning method is in the form of simple learning where this learning will

emphasize cooperation between groups that have been formed, and eliminate competition or unhealthy rivalry in learning, there by fostering a caring attitude in each student.

Meanwhile, according to Yeung (in Dedek Andrian, et al. 2020) "STAD are type of cooperative method explains that is more focused on group work together with other friends consisting of three to six groups with each group having their own responsibilities. individuals in their groups, and members in their groups.

Based on the definitions of the theories above, it can be concluded that the STAD type cooperative learning method is a method that divides students into several groups that have been formed by the teacher. In this group the teacher divides into several members, namely three to six members in one group. In forming groups, they will be randomized based on performance, gender, ethnicity and nation.

This method teaches students to be able to interact and communicate with each other in their group, help each other, work together to overcome and complete tasks or material given in their group, and to learn together to understand learning in order to achieve learning outcomes. which is very ideal. So, this method can help grow the capacity, skills and skills possessed by students, think accurately and critically, foster social attitudes, so that they can achieve and optimize the increased success of learning that is being implemented.

b. Procedures In Teaching Speaking Using STAD

1. Implementation guide
 - a. Make a team summary that is given for students.
 - b. Arrange the students' achievement
 - c. Determine the members of the team
 - d. Divide the students into a team. Suggest students to fill the paper of team summary
2. Student team achievement division (STAD) step in speaking skill

- a. Teaching

This step is material delivery step (teaching) to transfer lesson to the student before they learn in their team. A teacher must set the goal includes what aspect will be achieved and state the general concept of the ongoing teaching and learning in the meeting.

- b. Team Study

Students work with the project paper of their team to master the material. The obligation of the members of team is to master material that explained in the class and to help other team members to master the material. The students get activity sheet and answer sheet that is used to drill ability during teaching and to score their own selves and classmates.

In the first teamwork in STAD, A teacher must explain to the students how important to do in a team and set the classroom rules:

1. Students have responsibility to ensure that their team to learn their material.

2. No one stops learning until their own entire team master the material.
3. Ask a help to all team members to help other team members before asking to the teacher
4. Team member is allowed talking each other in a soft of voice.

A teacher can also motivate the students to make additional rules if it is needed. Here are the rules:

1. Allow students move to their team.
2. Give time around 10 minutes to choose name of their team.
3. Share activity sheets
4. Instruct the students to work together in pair.
5. Suggest the students that they have not finished yet in learning until they believe that their team mates get 100 to their quiz.
6. Ensure that the students understand the worksheet is to learn not to just
7. Remind the students if they have question they must ask their team mates before they ask the teacher.

c. Test

- a. Give the quiz and time to the students to finish the task.
- b. Allow the students to exchange the worksheet with other teams or collect the quiz to score after the class ends. The teacher has to calculate the team score and quiz immediately.

d. Individual Development Score

The main concept of individual development score is to tell students the purpose of performance that is reached if they strive diligently and give better performance. Every student is given first score that got from the average of student performance in doing the same quiz before. Then the students collect point to their team based on their development level of quiz score is compared with the first score. The students can give maximal point contribution to their team in this scoring system if they can progress their first score.

e. Team Recognition

The teacher announces the best team in the meeting based on the level of development in the test and gives certificate to the best team.

c. Implementation of the STAD learning method

Based on research from this study, researchers found several stages that must be carried out in implementing the STAD learning method as proposed by Slavin (1995:71), namely: class presentations, group learning, quizzes/tests, scores/assessments, and group awards

1. Class Presentation

Class presentations are activities involving teachers and students where students present material presented in class using direct learning or discussions led by the teacher. This class presentation is the same as regular learning, only different in the focus on the STAD method. In this case, classroom that is used as the research center, namely class 8C, the teacher's role is only to give directions to the students, explain a little bit about the

points of the material and then divide each group into what material will be presented and the schedule for the start of their presentation.

In this case, students are required to focus and be through in understanding the content of the material because later they will present the material in front of all their classmates like a teacher explaining in front of them and what is unique is that researchers found that the teacher allowed students to carry out the agenda starting from the presentation to the question and answer process to the closing. After investigating, researchers found the reason. Teachers want students to have freedom in the learning process.

So according to the teacher, students also need space to express themselves and help form characters who are braver in speaking, more optimistic in asking questions, and more enjoyable in speaking. This does not mean that the teacher is not monitoring, the teacher is still monitoring via the CCTV available in the class. So teachers can monitor what students do.

2. Study Group

Group learning is an activity where students study in groups to complete tasks given by the teacher and to further strengthen understanding of the material given by the teacher. Group study is an activity that students enjoy. Based on research conducted by researchers at MTS Al-Barokah, students are very happy when working on assignments in groups.

According to them, group study can lighten each other's workload and can help if there are friends who have difficulty. This method is certainly very effective in helping students learn.

3. Test

Tests are given after holding 1 or 2 meetings (1 or 2 group activities). This test usually takes the form of a question and answer between the teacher and students. The test given also consist of material that they have presented like oral test and recalling materi. The test is about speaking test, and for the test is individually. The speaking test prepared question about (5W+1H).

During this test, students are required to build good cooperation with fellow groups in order to answer the questions. In this way, students will be better prepared and learn to master the material so that when asked they can answer correctly. And of course this activity has been discussed since the beginning of the group's formation.

This process is a process of self-determination because from this process the teacher can see which students really master it, which students are not confident, which students are afraid of answering incorrectly, and even which students don't know at all.

4. Assessment

This assessment aims to find out how far the students have progressed in the process of implementing this STAD. And in this case teacher has divided the students' assessments into several mastery levels according to the scores obtained from the test.

Tabel 1. assessment result

NO	Name Group	Appreciation Group
1	Exo Group	Super Group
2	Malba Group	Great Group
3	Pinky Group	Super Group
4	Redbull Group	Good Group

Obtaining this value is the result of monitoring which includes mastery of the material, courage in answering questions, group cohesiveness, group performance.

5. Group Awards

Group awards are given based on group improvement points. Of the three award categories based on group assessment, "Super Group" is the highest score, "Great Group" is the middle score, and "Good Group" is the lowest score.

So according to the results obtained, the "Super Group" and "Great Group" will receive prizes in the form of goods, additional value for each person in the group, and receive reward. Meanwhile, the "Good Group" will still receive additional value, but not as much as the "Super Group" and "Great Group" and will receive reward.

4. CONCLUSION

Based on the result above, the researcher conclude that the are 6 step to implementation of Student Team Achievement Division (STAD) is: **Class Presentation**, Class presentations are activities involving teachers and students where students present material presented in class using direct learning or discussions led by the teacher. In this case, can help students are required to focus on material, **Study group**, According to student's, group study can lighten each

other's workload and can help if there are friends who have difficulty in material. This method is certainly very effective in helping students learn, **Test**, test are given after holding 1 or 2 meetings (1 or 2 group activities). This test usually takes the form of a question and answer between the teacher and students. The test given also consist of material that they have presented like oral test or recalling materi. This method can help to forming a self-confidence of the student and to know the level of knowledge student, **Assesment**, aims to find out how far the students have progressed in the process of implementing this STAD, **Group awards**, are given based on group improvement points. Of the three award categories based on group assessment, "Super Group" is the highest score, "Great Group" is the middle score, and "Good Group" is the lowest score. And it can be motivated to continue practicing and study harder to maintain their scores for those who get high scores and will try to increase their scores for those who get low scores.

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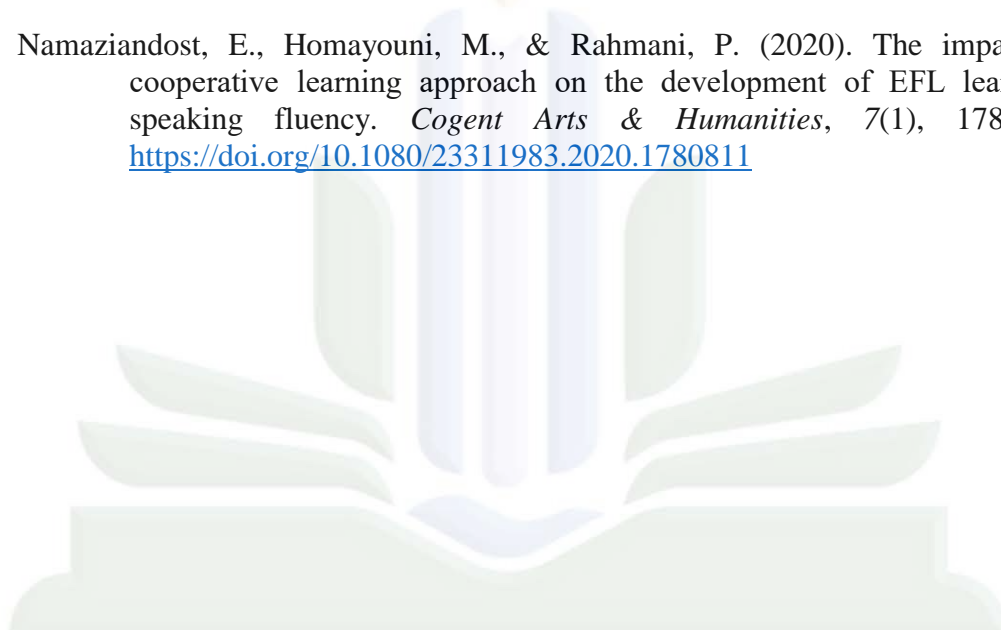
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DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Balqis Salsabilla F.Z.

Place, date of birth : Probolinggo, 11 June 2002

Address : Dusun Gentengan, RT 008/RW 003, Desa Padasan, Kecamatan Pujer, Kabupaten Bondowoso.

Faculty : Education and Teacher Training

Program : English Education Program

State the thesis entitled "Analyzing Student's Speaking Ability By Applying (STAD) At The Eight Grade Of Junior High School" is truly my own work. Except for those cited in the quotation and bibliography, it does not include my writings or publication that have already been authored or published by another individual and the only person accountable if anyone objected is me.

Jember, 4 June 2024




Balqis Salsabilla F.Z.

SRN. 202101060031

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LIST OF APPENDIX

1. Journal of Research
2. Permission Letter
3. Completion Letter
4. Turnitin results
5. Journal History
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Appendix 1

JURNAL KEGIATAN PENELITIAN DI MADRASAH TSANAWIYAH AL-BAROKAH

NO	HARI/TANGGAL	JENIS KEGIATAN	PENERIMA	PARAF
1.	Senin, 4 Desember 2023	Silaturahmi dan mohon izin penelitian kepada kepala sekolah MTS Al-Barokah	Neni Oktaria, S.Pd	
2.	Selasa, 5 Desember 2023	Meminta data-data dan profil MTS Al-Barokah	Nailul Amal	
3.	Rabu, 6 Desember 2023	Wawancara dengan Waka kurikulum MTS Al-Barokah	Himmatunnisak, S.Pd.I	
4.	Kamis, 7 Desember 2023	Pengamatan pembiasaan pembelajaran siswa dan siswi kelas 8C MTS Al-Barokah	Kafabihy, S.Pd.I	
5.	Senin, 11 Desember 2023	Wawancara dengan guru pamong kelas 8C MTS Al-Barokah	Heriyanto, S.Pd.I	
		Wawancara dengan siswa kelas 8C MTS Al-Barokah	M. Sailun Na'im	
		Wawancara dengan siswi kelas 8C MTS Al-Barokah	Nazila fitrotul hasanah	
6.	Senin, 11 Desember 2023	Dokumentasi dengan siswa dan siswi kelas 8C MTS Al-Barokah	Abdul Kholiq	
7.	Selasa, 12 Desember 2023	Meminta surat selesai penelitian	Nailul Amal	

Mengetahui, 12 Desember 2023



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Nomor : B-7148/In.20/3.a/PP.012/12/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala MTS Al-Barokah

Jl. Pesantren, Blok A No.02, Desa Padasan, Kecamatan Pujer, Kabupaten Bondowoso

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060031
Nama : BALQIS SALSABILLA FATIMAT
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Analyzing student's speaking ability by applying (STAD) at the eight grade of junior high school" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Neni Oktaria, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 4 Desember 2023

Dekan,
Dekan Bidang Akademik,



KHOTIBUL UMAM

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Appendix 3



الوئاسر الربوونز عمر الوئاسر لوى البركة
YAYASAN PENDIDIKAN PESANTREN AL BAROKAH
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TERAKREDITASI A.
Ijin Operasional Nomor : Kd.13.11/4/PP.03.2/2010

Jl. Pesantren Blok – A Lantai II Padasan Pujer Bondowoso KP. 68271. NSM : 121235110038. JIP. 085336954001, 082332820012

SURAT KETERANGAN Nomor : 264/05.31.510/MTs.A/SIP/V/2023

Menindaklanjuti Surat Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri KH. Achmad Siddiq Jember (UIN KHAS JEMBER) Nomor : B-7276/In.20/3.a/PP.009/012/2023 Tanggal 4 Desember 2023 perihal permohonan izin penelitian atas nama :

Nama : BALQIS SALSABILA FATIMATUS ZAHRO
NIM : 202101060031
Perguruan Tinggi : Universitas Islam Negeri KH. Achmad Siddiq Jember
Jurusan : SI Tadris Bahasa Inggris

Mahasiswa tersebut diizinkan melaksanakan penelitian dengan judul skripsi "Analyzing Student's Speaking Ability By Applying (STAD) At The Eight Grade Of Junior High School" Yang akan dilaksanakan pada tanggal 04 Desember s.d 12 Desember 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bondowoso, 4 Desember 2023

Kepala Madrasah



NENI OKTARIA, S.Pd



الوقف التعليمي عمر الوالد
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MTs. AL BAROKAH
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Nomor : 264/05.31.510/MTs.A/SIP/V/2023

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Nama : BALQIS SALSABILA FATIMATUS ZAHRO
NIM : 202101060031
Perguruan Tinggi : Universitas Islam Negeri KH. Achmad Siddiq Jember
Jurusan : SI Tadris Bahasa Inggris

Mahasiswa tersebut dinyatakan selesai melaksanakan penelitian dengan judul skripsi "Analyzing Student's Speaking Ability By Applying (STAD) At The Eight Grade Of Junior High School" Yang telah dilaksanakan pada tanggal 04 Desember s.d 12 Desember 2023.

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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Balqis Salsabilla F.Z
NIM : 202101060031
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : ANALYZING STUDENT'S SPEAKING ABILITY
BY APPLYING (STAD) AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (15%)

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Kepada Yth:

Balqis Salsabilla Fatimatus Zahro¹, As'ari²

^{1,2} Universitas Islam Kiai Haji Achmad Siddiq Jember, Indonesia.

Assalamu'alaikum wr. wb.

Terima kasih telah mengirimkan artikel ilmiah untuk diterbitkan pada **QALAMUNA : Jurnal Pendidikan, Sosial, dan Agama** dengan judul : **“ANALYZING STUDENT’S SPEAKING ABILITY BY APPLYING (STAD) AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL”**.

Berdasarkan hasil telaah redaksi, artikel tersebut dinyatakan **DITERIMA** untuk dipublikasikan pada Volume 16, Nomor 02, Juli-Desember 2024.

Demikian surat ini disampaikan, atas perhatiannya diucapkan terima kasih.

Wallahul muwaffiq ila aqwamitthariq

Wassalamu'alaikum wr. wb.

Ponorogo, 1 Mei 2024



Dr. Nurul Malikah, M.Pd.
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Appendix 6

CURRICULUM VITAE



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2. Education Background

- a. Kindergarten : RA Al-Barokah
- b. Elementary School : MI Al-Barokah
- c. Junior High School : MTS Al-Barokah
- d. Senior High School : MA Al-Barokah

3. Organzation Experience

- a. Scoutmaster of MTS Tarbiyatul Khussoh Al-Barokah (2015-2016)
- b. Student council secretary of MTS Tarbiyatul Khussoh Al-Barokah (2015-2016)
- c. Members Tataboga of MTS Tarbiyatul Khussoh Al-Barokah (2015-2017)
- d. Student council master of MA Al-Barokah (2018-2019)
- e. Choir group leader of MATSABA and MALBA Voice (
- f. Choir group members of PSM Bahana Nada Nusantara UIN Khas Jember (2020-2023)