

**IMPROVING STUDENT'S SPEAKING ACHIEVEMENT BY APPLYING
THE STUDENT TEAM ACHIEVEMENT DIVISION AT CLASS XI MIA 2
OF SMA NEGERI 6 MEDAN**

*Submitted In Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Study Program*

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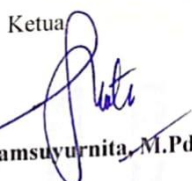
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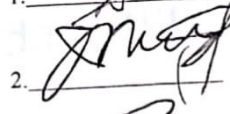


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ABSTRACT

Hiromi, Alda 1702050035 Improving Speaking Achievement by Apply Student Team Achievement Division (STAD) at Class XI MIA 2 Of SMA Negeri 6 Medan. Skripsi. English Education Department Faculty of Teacher Training and Education University Muhammadiyah Sumatera Utara. 2022.

This study aims to improve the ability to speak English in students in Medan. In this study, research data collection techniques used observation, interviews and documentation methods. The data sources for this study were students at SMA Negeri 6 Medan in class XI MIA2. By applying the Student Team Achievement Division learning model and using dialogue media. the research instrument is test, observation sheet, interview (Classroom Acton Research) . This study uses a qualitative and quantitative design. The research data analysis technique uses three steps, namely 1. Data reduction, 2. Data presentation, 3. Making conclusions. Findings from data analysis, Before applying the Studnet Team Achievement Division (STAD) learning model, there were 30 students (96%) who did not complete with a score of 44.46-66.67. and 6 (4%) students 78.78 - 88.89 completed with grades. And after applying the Student Team Achievement Division (STAD) learning model, in the first cycle there were 35 students (99%) who scored 78.78. 88.89 this value has exceeded the KKM score of 75% and 1 student (1%) did not complete. There was an increase of 26.15. The conclusion is that the application of the Student Team Achievement Division learning model is very effective in improving students' speaking skills.

Keyword : Action Research., Speaking Achievement, Student Team Achievement Division (STAD).

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This research is entitled: Improving The Student Speaking Achievement By Applying The Student Team Achievement Division (STAD) At Class XI MIA 2 SMA Negeri 6 Medan. To Fulfill One of the Requirements to Obtain a Bachelor's Degree in Education at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. In writing this research, many faced difficulties and problems. But that doesn't stop the effort and hard work to make it better, and it's impossible to do without the help of others. Therefore, the researcher would like to thanks :

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Medan, 24 March 2022

Research

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CHAPTER I

INTRODUCTION

A. The Background of Study

English is a subject that is required in every school, both at the elementary, junior high and high school levels. According to the Education Unit Level Curriculum, there are language skills that must be mastered by students, namely writing, reading, listening, and speaking. In learning English, speaking is an ability that must be possessed by students. This speaking skill is very important for students, the goal is that they are fluent in daily communication, increase knowledge, and help make friends from other countries. Speaking is “expressing the heart verbally to others.” (Saddhono,2012:23). Therefore, in speaking students must know what is being discussed, when to speak, and maintain an attitude when communicating.

Speaking is an action that everyone does when communicating with other people. Communicating involves Indonesian. Students often use Indonesian in communicating every day. This makes it difficult for them to learn English and difficult for them to practice speaking English in front of the class.

English in Indonesia is considered a foreign language for Indonesian people, especially for students. English is taught as a compulsory subject in elementary, junior high, high school, and university levels. The goal is to acquire four language skills namely Writing, Reading, Listening, and Speaking. And one of the skills that must be possessed by students and teachers is speaking skills.

In the 2013 curriculum, students are required to be more active, such as daring to speak front of the class. Students must dare to express the ideas that are in their minds and respond to the teacher by answering questions given by the teacher. They don't feel reluctant to share their ideas because they have a good vocabulary. In fact, many students do not dare to express their ideas and students are only silent when the teacher asks. The causes of students not daring to answer the teacher are lack of confidence, fear of being wrong in answering questions, lack of comfort felt by students, lack of mastery of language vocabulary, and students having difficulty thinking to express their ideas to the teacher. teacher.

Many students still do not dare to speak. So the researcher believes that the application of the Student Team Achievement Division (STAD) learning model with the Lion King Film Dialogue Media is able to improve students' speaking skills. It is known that Student Team Achievement is an effective learning strategy in teaching and learning English. This strategy consists of 4-6 people in one group. According to Slavin (Isjoni, H., 2009:15), 'Cooperative learning is a learning model in which students learn and work in small groups collaboratively with 4-6 members with heterogeneous group structures'. Cooperative learning can be used in making research reports on learning English.

This strategy can be applied to motivate students to dare to ask questions, express opinions, respect the opinions of friends, and give each other opinions. In addition, in learning students are faced with practice questions or problem solving, therefore this strategy as type of cooperative learning is very well done because students can work together and help each other in doing the tasks assigned to them. It

is also very useful for developing critical thinking skills, collaborating, and helping friends, because students are actively involved in the learning process so that it has a positive impact on the quality of interaction and quality communication, and can motivate students to improve their learning. achievement.

Based on the description above, the researchers conducted research on students of class XI MIA 2 SMA Negeri 6 Medan. This study applies the Cooperative Student Team Achievement Division (STAD) Learning Model and the Lion King Dialogue Film as learning media. The aim is to improve English language skills, assess English speaking fluency, see students' ability to memorize dialogue texts, and see student collaboration between group members.

B. The Identification of the Problem

It's Identified that the problem are related to the following :

1. The students' limited vocabulary in speaking English to express their ideas or respond to the teacher.
2. The Lack are confidence in students due to fear of being in daily communication
3. The student's communication using Bahasa Indonesia
4. Lack the assessment speaking English by The teacher to the student's on study English.

C. The Formulation of Problem

The problem of the study is formulate as following. *is the student's achievement significantly improved by applying the Students Team Achievement Division (STAD) at class XI MIA 2 of SMA Negeri 6 Medan.?*

D. The Objective of the Study

The Objective of the study is to Improve the speaking achievement by apply Student Team Achievement Division (STAD).

E. Scope and Limitation

This study focuses on the speaking improvement by applying Student Team Achievement Division (STAD) Learning Model as one of cooperative learning strategies on students of Class XI MIA SMA Negeri 6 Medan.

F. Signification of the study

The research of the study are expected to be :

1. Theoretically

The research finding are expected to add up new horizon to the teaching speaking by applying the STAD.

2. Practically , the research finding are potentially significant

- (i). For teacher, to improve their learning and teaching process through the STAD Type Cooperative learning model in speaking based on the Lion King Movie dialogue,

- (ii). For students, they can find out the obstacles and difficulties in speaking using STAD Type Cooperative learning model in speaking based on the Lion King Movie dialogue,
- (iii). For headmaster, to apply cooperative learning to the teaching and learning process to see the teacher ability when teaching dialogue to train the students speaking ability, and
- (iv). For other researchers, to Support other researchers to conducted further research especially about dialogue or can be references.

CHAPTER II

THEORITICAL FRAMEWORK

A. Theoretical Framework

1. Speaking

Speaking is one of the skill is has being_ . Everyone always speaking to communicate with other people in daily life. Speaking can be a good skill if those who want to practice speaking used a new language such as the English Language. Improving speaking needs practices by individuals or groups. The purpose of Improving Speaking skills is to communicate using the English Language.. Scott (2005:4) Speaking is a skill. Therefore, skills need to be developed by practicing independently, or in groups based on the grammar curriculum. Speaking is interactive, requires the ability to cooperate in speaking practice, and requires some time to make detailed plans.

Speaking is a cognitive skill that everyone has. With using Speaking, people can communicate with other people. Scoot (2005:79) states that speaking is a cognitive skill. These cognitive skills are knowledge-based ideas and are based on successive practices or events. Conclusion Speaking is an activity that expresses ideas as a form of response to the interlocutor based on verbal or non-verbal responses. The goal is to respond to something that contains information to the other person. Everyone can

express their ideas based on the knowledge gained or experiences that happen to everyone.

2. The Importance of Speaking

The importance of communicative competence is to support general abilities. Communicative competence is very important in supporting teaching. Communication competence is verbal communication ability. Verbal skills, including identifying; when, who, where, why, what, and how to say. Speaking is an activity that everyone does to communicate with other people. And this communication competence is very important to be taught by teachers. So that students know how to speak well, pronounce words politely, know what to say, and teach when to speaking. The importance of teaching communication competence to students. So that students can communicate verbally properly and correctly. Every day we get thousands of words we speak. So that we cannot filter which words are good and which are bad. Can make us people who are rude in speech.

For example, auctioneers and politicians get thousands of words every day. Because they are required to actively speak in public. Auctioneers and politicians must also be proficient in foreign languages. They are required to learn a foreign language. Based on conditions and to practice their speaking skills. (Thorbury, 2005).

3. Speaking Ability

Speaking is an activity to communicate verbally and not in writing. According to Bailey (2005:42), speaking is one of the most basic and unwritten conversations of human interaction. It involves two or more people. In conversation, topics can change and individuals speak in turns. By definition, a conversation is interactive: although one speaker is more talkative than another, in a conversation, two or more individuals communicate. Speaking is an interactive interaction between two or more people. In communication activities, there are listeners and speakers. The speaker conveys information to the listener. And the listener responds to the speaker. In learning English, students are required to interact with the teacher or their friends. With communicate used English. But, students are still not fluent in English and do not have the courage to communicate using English in the classroom.

Therefore, the teacher makes learning methods that are fun, interactive, and provide motivation to their students. Teachers can make learning methods such as Student Team Achievement Divisions (STAD) one of the simplest types of cooperative learning. The teacher can make a group of 4-6 people. According to Slavin (Isjoni, H., 2009:15), 'Student Achievement Division (STAD) is a learning model in which students learn and work in small groups collaboratively with 4-6 members. To exercise students' speaking skills. Teachers can use dialogue media. The goal is that each group member can come to the front of the class to have a conversation based on the dialogue. And the teacher can assess the students' speaking ability.

4. Factors in Speaking Ability

In the 2013 curriculum, students are required to have the courage to speak up to respond to the teacher. Like asking the teacher, daring to speak in front of the class, and responding to the teacher's words. Speaking is a very important skill for life. Because by speaking we can communicate well with other people. In the process of learning English in the classroom. The teacher requires his students to speak using English as a communication tool during the learning process. In the learning process, the teacher does not only teach about how to speak English. But also learn about the manners of students' attitudes towards the interlocutor. Therefore, students must know what they are saying, think in advance about what they want to say, see when to speak, and know the topic of what they are talking about so that they get information. According to Tarigan (2009), the main purpose of speaking is to communicate. To convey thoughts effectively, a speaker should understand the meaning of everything he wants to combine, he must be able to evaluate the effect of communication on his listeners, and he must know the principles that underlie all speech situations, both in general and individually. Several factors influence speaking, namely

- (1). Chronological time: Most of the students indicated that the early age of speaking was an intellectual, personality, and social factor. Therefore, the teacher needs to consider whether the students are ready to speak or not.

- (2). Mental age: age is an important factor for students. Provide appropriate simulations and opportunities so that children can learn to speak before they reach the age of six and a half.
- (3). Intellectual capacity: Many studies are showing the relationship between intelligence and achievement in speaking. However, the fact that a child has a high intellectual capacity does not guarantee that he will be affected in speech.
- (4). Physical factor: If a person does not finish physique, especially in mouth. This is influenced by a seamless greeting.
- (5). Emotional and social maturity: Often, the inability to speak successfully is due to personality problems.

5. Student Achievement Division (STAD)

This research was conducted on the students of class XI MIA 2 SMA Negeri 6 Medan using classroom action research (CAR) with the Student Achievement Division (STAD) Cooperative Learning Model and the use of Lion King Dialogue as teaching materials and test materials to determine the improvement of class students' speaking skills. XI MIA 2 SMA Negeri 6 Medan. The Students Achievement Division (STAD) Cooperative Learning Model is a learning model that involves 4-6 people. This research involves students to study and work in small groups in collaboration. According to Slavin (Isjoni, H., 2009: 15), 'The Students Achievement Division (STAD) is a learning model in which students learn and work in small groups collaboratively with 4-6 members. Cooperative learning can be used in making research reports on learning English. Cooperative learning can be applied,

the goal is to motivate students to dare to ask questions, express their opinions, respect friends, give their opinions to friends, train to work together in solving a problem, help each other in doing the assignments given by the teacher. According to Slavin in Hamdan (2012) STAD learning has advantages and disadvantages as follows:

a. The advantages of the STAD learning model include:

1. Students work together in achieving goals by upholding group norms.
2. Students actively help and motivate the spirit to succeed together.
3. Students actively act as peer tutors to further improve group success.
4. Interaction between students as their ability to improve opinion.

b. The disadvantages of the STAD learning model include :

1. Take a long time for students so it's difficult to achieve target
2. Requires longer time for teacher, so in general teachers tend not to way to use cooperative learning type STAD.
3. Requires special abilities of teachers so that not all teacher can do this study.
4. Demands certain characteristics of students, for example : Work together on the groups.

B. The weakness of the STAD learning model include:

STAD is one of the simplest types of cooperative learning. This learning aims to encourage students to work together, help each other complete tasks and apply the skills given. In the STAD Cooperative Learning type students are placed in study groups consisting of four to six people who are a mixture according to performance level, gender, and ethnicity. The teacher presents the lesson then students work in their groups to ensure that all group members have mastered the material. Finally, all students were given a test on the material, and in the test they could not help each other. The points of each team member are then added up to get a group score. Teams that meet certain criteria are awarded a certificate or other award. The application of STAD type Cooperative Learning refers to the concept of Slavin R., (2009: 143-163) with the following steps: 1) Presentation of material, 2) Group activities, 3) Tests, 4) Calculation of individual development scores, 5) Awarding group.

1. Submission of materials

The presentation of the subject matter delivered by the teacher in front of the class is in the form of material and information that is carried out at the beginning of each meeting. Presentation of material is done through direct teaching using lecture and discussion methods.

2. Group activities

In group activities, the teacher gives the Lion King Movie dialogue script in English to students so that they can read and memorize the dialogue. Each

member determines the part of his role contained in the Lion King Movie Dialogue. after determining their respective roles. Students try to practice dialogue with their group members. Students will ask the teacher how to pronounce words that are foreign to students. And the teacher helps students to say words that are foreign to them. The teacher will also teach how to pronounce and how to memorize the Lion King Movie Dialogue script.

3. Test

After students are able to have a dialogue using English with their group members. The teacher calls 2 students as an example of a dialogue using English in front of the class. The teacher will assess by seeing, and listening to the fluency of individual speaking in English dialogue with good vocabulary and memorization.

4. Calculation of individual development scores

After carrying out the test then the teacher gives a score to each individual as the value of individual development which is a score that can be contributed to the group score. For the calculation of individual development scores, it is to provide opportunities for each student to achieve maximum achievement so that students can do their best for themselves based on previous achievements (initial scores). The score is then added up with the scores of all group members as a contribution to the group score.

Trianto (2009:71) describes in tabular form the steps of STAD type cooperative learning there are 6 (six) stages, namely as follows:

Table 1.1 Steps for STAD-type cooperative learning.

Steps	Teacher Activities
Steps 1 Delivering goals and motivating students	The teacher conveys the scope of the material to be studied, the goals to be achieved and motivates students to learn.
Steps 2 Presented information	The teacher conveys information to students by means of demonstrations using media or props
Steps 3 Organizing students into study groups	The teacher explains to students how to form study groups in order to make the transition efficiently
Steps 4 Guide the groups	The teacher guides the study groups as they work on assignments
Steps 5 Evaluation	The teacher evaluates learning outcomes about the material that has been studied or each group presents their work, followed by summarizing activities
Steps 6 Giving rewards	Teachers give rewards both for efforts and learning outcomes and individuals.

To provide a clearer picture of assessment in STAD type cooperative learning, the following is a table of individual scoring procedures, examples of quiz scoring sheets, team score determination and award, and team summary sheets.

1) Scoring procedure for STAD

Table 1.2 Scoring procedure for STAD

<p>Step 1 based on Establishing a base score</p>	<p>Each student is given a score Previous practice score</p>
<p>Step 2 Calculating Recent practice scores</p>	<p>Students earn points for speaking practice</p>
<p>Step 3 Progress Calculating scores development</p> <p>More than 10 points below the base score</p> <p>Base score up to 10 points above base score.</p> <p>More than 10 points above the base score</p> <p>Perfect job (without looking at the base score)</p>	<p>related to the latest lesson Students who score are determined by whether their most recent quiz score equaled or exceeded their baseline score, using the scale given below.</p> <p>0 Point</p> <p>20 Point</p> <p>30 Point</p> <p>30 Point</p>

C. The Procedure of Cooperative Type STAD :

According to Slavin (2008: 188) the steps that must be taken in learning STAD are:

1. Presentation of material by the teacher.

2. Students join groups of 4-6 people. The group should be divided heterogeneously consisting of students with various backgrounds, for example in terms of: achievement, gender, religion and others.
3. The teacher gives the task to the group to do an exercise to discuss an advanced topic together. Here group members must work together
4. Tests / quizzes or cross-questions between groups. These quiz/test scores to determine individual scores are also used to determine group scores.

D. Relevant of Studies

There are several relevant studies related to the present research that will be carried out. First, research conducted by Anwari, R. , A. Syakir. , M Yunus, (2017) . In the research, the findings show that the STAD Type Cooperative Learning Model is an innovative pursuit strategy. This can be seen from the improvement of the speaking skills of students in class X-1 SMA Negeri 2 Banjarmasin by using the STAD type learning model and to find out and describe the activities of students and teachers when using the STAD type cooperative learning model in speaking. Second, research conducted by Dewi, (2011) . In the study, the findings showed that the use of dialogue media was the most effective medium in teaching English in improving students' speaking skills. The method used in this research is the class action method. Third, research conducted by Putri, (2014) . In this study, the use of Simple Past Tense material and the use of the Students Teams Achievement Division (STAD) method. To find out students' understanding with the Simple Past Tense material.

Based on the description above, it can be concluded that there are differences and similarities between previous studies and researchers. The difference is in the learning model, and different types of dialogue as learning media. The study was conducted at SMA Negeri 6 Medan. The similarity is that the three studies both conducted research at the high school level and the use of dialogue as a learning medium to improve students' speaking skills.

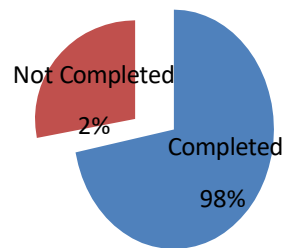
E. Conceptual Framework

In this section, the researcher focuses on discussing the Student Team Achievement Division (STAD) learning method strategy in improving students' speaking skills. In this method, students will work in groups and students will help their group members in speaking the dialogue. Then, the teacher will assess each group member in the practice of dialogue in front of the class. Assessment will be determined based on the total score of each group member. If the score obtained is 78-100 then the group is declared Completed. Meanwhile, the group that scored 40-65 was declared not completed.

F. Applied Hypothesis

"There is a significant effect of the implementation of the Students Team Achievement Division (STAD) and the use of Lion King's Dialogue Text on student achievement in improving speaking skills.

**Observation data diagram of dialogue learning outcomes
Cycle I Test using the Cooperative Learning Model Student
Team Achievement Division (STAD) Strategy.**



CHAPTER III

METHOD FRAMEWORK

A. Location and Time Of Research

1. Location

This research was conducted in October - December 2021 at SMA Negeri 6 Medan JL. ANSARI NO. 34, Sei Rengas I, Kec. Medan City, City of Medan Prov. North Sumatra. With the Classroom Action Research (CAR) method in class XI MIA 2 for the 2021-2022 academic year.

2. Time

This research was conducted in October - December 2021 at SMA Negeri 6 Medan JL. ANSARI NO. 34, Sei Rengas I, Kec. Medan City, City of Medan Prov. North Sumatra. The research was conducted in 10 X Meeting

Activity	Month/ Year 2021			Description
	October	November	December	
Planning	X			In this step, the researcher make planning a method to improve students' speaking ability. In this study, the Student Team Achievement Divisions (STAD) method will be used. In which, the researcher will create several study groups consisting of 4-6 people. The aim is to assess student performance and assess students' speaking ability in the teaching and learning process.
Action Research		X		In this step, the researcher was applied the Student Team Achievement Divisions (STAD) method that has been planned. In this method the learning process was formed from several groups consisting of four -six students. The teacher was explain first about the dialogue material. Next, the teacher was teach students how to pronounce the dialogue, the teacher calls each group member to practice speaking in front of the class, and finally the teacher was assess the students' speaking ability

Observation		X		In this step the researcher was observe the teacher's performance and the student's performance in the teaching and learning process.
Collecting Data			X	Researchers was take and collect data on grades X MIA 2 based on the list of values for teaching and learning activities and take teacher performance scores in learning activities. Researchers will be observers and lecturers for English teachers and students.

B. The Subject of the Study

The Subject of the study is the student's of class XI MIA 2 SMA Negeri 6 Medan in academic 2021-2022. The research population is 36 student's.

No	Class	Population
1.	XI MIA 2	36
TOTAL		36 Students

C. Research Design

The Research will be conducted by Using Classroom Action Research. (CAR) design. Design of the research will be described in detail as the following c

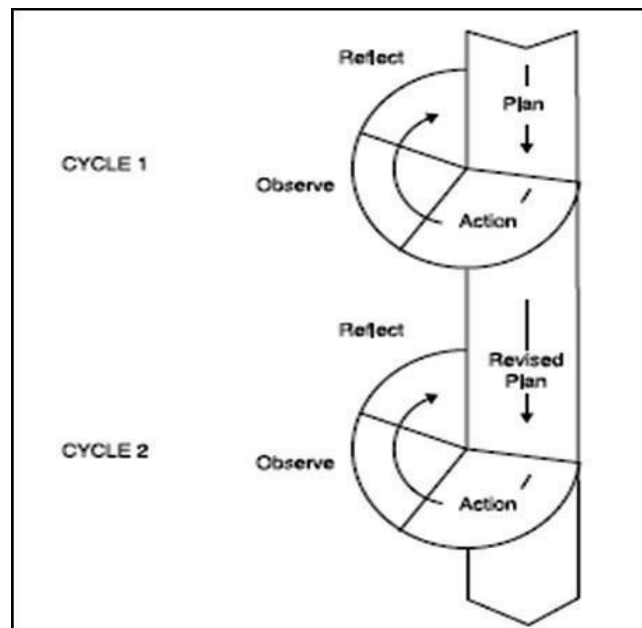


Chart 3.1 Classroom Arikunto (2013)

Chart 3.1 Classroom Arikunto (2013)

The research was applied in two cycles with two meetings for each. There are four steps in conducting this classroom action research, namely:

(a) planning, (b) action, (c) observation, and (d) reflection.

a. Planning, the researcher and the teacher was made the plans regarding the implementation of the research related to this strategy.

b. Action, The teacher was applied the strategy to students ”in the classroom the researcher observe.

- c. Observation, the researcher was observe the process of implementing learning in the classroom to get the data.
- d. Reflection, the researcher along with the teacher collaborate to reflect on the implementation of the learning process.

D. Instrument of the research

(1) Test

Test are given to students to obtain quantitative data. The test is an oral test. This test was conducted to obtain information about students' speaking ability. The researcher conducted a test to see whether there was an increase in students' speaking ability or not.

(2). Observation sheet

Observations were used to collect qualitative data. Regarding the performance of researchers and student activities in the learning process, observation sheets will be compiled and filled out by researchers by checking the checklist during learning.

(3). Interview

Interviews was conducted on students of class XI MIA 2 of SMA Negeri 6 Medan. To collected data of the student's about the Improving the student's achievement by applying the STAD Strategy.

E. The procedures of the research was described as the followings:

3.1 Cycle 1

a. Planning

In this step, the researcher was offer a new method in improving students' speaking achievement. The action will be based on the lesson plan applied in the class. Besides that the researcher also prepares materials that are going to be taught in the class, makes lesson plans, the form of observation in order that the class can be observed well, teaching aids, test instrument, etc.

b. Action

This step was applied as teaching and learning materials. The teacher implements the lesson plan in the classroom step by step. It is explained how the application of espionage methods in the classroom can improve students' speaking achievement. To achieve this goal, the teacher must create the best classroom atmosphere. In this case the teacher acts as a controller of student activities and also provides assistance if students have difficulty in doing assignments.

c. Observation

Observation was used to collect data namely, teacher and student activities during the teaching and learning process. In this case, the researcher was observe by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher was observer for English teacher and the students.

F. Techniques Collecting Data

1. Test

The test was conducted of Pre-test and post-test. Pre-test will be given before treatment. The function of the pre-test is to find out the average score of students before being given treatment. After the treatment was given to the students, the researcher gave a post-test to find out their score in speaking.

Pretest Essay

1. What is dialogue did you know?
2. How much the dialogue are kinds?
3. When the dialogue used?
4. We need dialogue on daily?
5. What different dialogue and conversation?

Post Test

1. What is the content on script dialogue?
2. Mention how many characters in the Lion King Story?
3. Where the dialogue take place ?
4. Write dialogue of scar and simba?
5. How many antagonist and protagonist in lion king Dialogue?

2. Observation Sheet

The observation sheet used in this study is an observation sheet for student learning activities in participating in learning using the cooperative learning model of the Student Team Achievement Division (STAD) Strategy. This observation sheet is in the form of a checklist (√) on the observed aspects for student activities and a checklist with a score of 1-4 for the teacher's observation sheet. The grid of observation sheets for learning activities and the learning process can be seen in table 3 and table 4.

Tabel 3
Observation Sheet Grid Student Learning

No	Indicators of Achievement Model Student Team Achievement Division (STAD) Strategy	Description	
		Yes	No
1.	Students pay attention to the teacher's explanation	√	
2.	Students respond to the teacher's explanation in the question and answer session	√	
3.	Students work together in discussions	√	
4.	Students dare to express their opinions when explaining the results of the discussion	√	

(Barnabas, 2013)

Tabel 4

Learning Process Observation Sheet Grid Using the STAD Model

No	Activity of the Teacher	1	2	3	4
1.	The teacher conveys the learning objectives to be achieved in learning and motivates students to learn			√	
2.	The teacher divides the students into several groups consisting of 4-6 students.				√
3.	The teacher conveys the subject matter where in the learning process the teacher is assisted by the media, demonstrations, questions or real problems that occur in everyday life.				√
4.	The teacher provides dialogue script sheets and question sheets as guidelines for group work, so that all members participate and all members can master. During the group learning process, the teacher observes, provides guidance, encouragement and assistance to students who are having difficulties.				√

(Barnabas, 2013)

Description

VH (35-40) = Very High

H (25-30) = High

M (15-20) = Moderate

L (10-15) = Low

VL (10-5) = Very Low

3. Interview

Interviews will be conducted to collect data on how students feel about improving their speaking skills through the STAD strategy.

4. Documentation

Documentation was taken based on photos during the learning and teaching process carried out by researchers.

5. Sample

There are two kinds of research data, namely: quantitative and qualitative data. Quantitative data regarding student achievement will be analyzed using

Arikunto's theory (2007), the formula is as follows:

$$P = \frac{\sum \text{acquisition score}}{\sum \text{total score}} \times 100\%$$

Arikunto (2007)

Description

P = Success rate

To see the level of success of students and teachers in carrying out the learning process used five categories, which can be seen in the following table:

Level of Success (%)	Categories
81–100%	Very High
61–80%	High
41–60%	Moderate
21–40%	Low
0–20%	Very Low

Table 2 Success Level Criteria of Students' Learning in Percent

Qualitative data consisting of information about teacher performance and student activities in the learning process will be analyzed based on student activities and teacher performance categories as stated by Arikunto (2007).

Analysis of quantitative data obtained from the assessment of exercises and tests.

a. Assessment Practices and tests look for average scores.

Researchers add up the scores obtained by students. then divided by the number of students who took the test to obtain an average score.

Average Value Formula :

$$X_{\alpha} = \frac{\sum X}{\sum N}$$

Description

\bar{x} = Average value

$\sum x$ = Sum of all student scores

$\sum N$ = Number of students taking the test

(Arikunto, 2007)

b. Research for Completeness of Learning.

In this study, there are two categories of mastery learning, namely individual and classical. Individual learning completeness obtained from the KKM for thematic learning is determined by the school, that is, students are declared if they have scored 78 and below 78 are declared incomplete. While the classical learning mastery is measuring the success rate of complete student learning completeness.

To calculate the percentage of classical learning completeness used the formula: (Agung Purwoko 2001)

$$P = \frac{\sum \text{Number of students who scored } \geq 70}{\sum \text{Students taking the test}} \times 100\%$$

Description

P = Completeness Percentage

Classical learning completeness is declared successful if the percentage of students who get a score of ≥ 78 is greater than or equal to 85% of the total number

of students. The results of this analysis can be used as a reflection to carry out further planning in the next meeting and cycle. The results of the analysis are also used as material for reflection in improving the learning design or even as material for consideration in appropriate learning methods.

G. Success Indicator

In this Classroom Action Research (CAR) will use the Student Team Achievement Division (STAD) Strategy learning method. this method can support the improvement of students' speaking skills. By using the Lion King Dialogue as a learning medium. In the teaching and learning process the teacher will explain the material, and the students will work in groups. Students will help fellow group members in practicing the speaking skills of their group members. The teacher will assess and collect scores for each member. The total score of the members will be the highest score of the group. If Classroom Action Research (CAR) is said to be successful 78 % of the total students achieve a minimum score of 75% (High), then student activity in learning activities is categorized as good if the average percentage shows that it has reached 78% of the number of students.

CHAPTER IV

DISCUSSION AND RESEARCH RESULT

A. Discussion

This research uses quantitative and qualitative methods. this method is very relevant to the research that has been carried out, namely classroom action research (CAR). In this study using the Student Team Achievement Division (STAD) learning model. This Stad model is a group learning model consisting of 4-6 members in one group (Slavin, 2009). The aim is to improve students' speaking ability in English.

Cycle I

Cycle I was held on November 30 -17 December 2021, the learning was carried out in 8 meetings. The learning process uses the STAD type cooperative model. this stage is carried out as appropriate classroom action research procedures, namely planning, implementation, observation, and documentation.

a. Planning

At this stage, the researcher plans to implement the STAD type of cooperative learning model and the following things are done in the planning:

1. Determining the Material Topic

The learning material that was conducted in this research is Dialogue and the use of the Lion King dialogue script as an example of learning material.

2. Prepare learning resources such as class XI textbooks, and dialogue scripts

3. Make a Learning Implementation Plan (RPP) with the STAD learning model according to the provisions of the 2013 Curriculum.

4. Make an Observation Sheet to collect student data.

5. Make observation devices.

b. Action Execution

The research was conducted in the first cycle carried out in 7 meetings.

1. Meeting 1

The meeting was conducted on Tuesday, 30 November 2021, for 2 hours (2 x 35 minutes) 07:30-8:40. The material taught is Dialogue.

The learning steps are as follows:

(i). First Activities

When the lesson begins, the teacher first greets and invites the students to pray before starting the lesson. The teacher fills out the attendance list of students and asks students how they are doing. The teacher gives a pretest to divide students into several groups based on the level of achievement. The teacher asks the students "What is Dialogue?" the majority answered Dialogue is a conversation carried out by 2 or more people. The teacher asked the students again "What is the difference between Dialogue and Conversation?". Only a few answered this question. The teacher also explains the difference. Dialogue is a conversation carried out by 2 or more people in one group and uses a text or script that has been made by the narrator. While Conversation is a conversation activity carried out by 2 or more people which is not planned and does not use text or scripts.

(ii). Core activities

In the core activity, the teacher explains the meaning of dialogue and conversation. Explain the difference between Dialogue, and Conversation. The teacher divides the students into 6 groups consisting of 4-6 people in 1 group. The teacher gives dialogue scripts to students to read and students study in their groups. Students discuss with their groups and determine the roles to be taken. Students help their group members in pronouncing the dialogue correctly. The teacher calls students based on their groups to practice speaking using the Lion King Dialogue in English. Students comment on other groups about how to pronounce words in the dialogue.

(iii). End activities

In the final activity, the teacher assesses the students' dialogue based on the correct pronunciation of words. The teacher gives assignments to students about the Dialogue material being taught today. The teacher concludes the dialogue material taught today. . The teacher asks students to pray together as a closing activity for the lesson. At this first meeting, students seemed enthusiastic about working in groups, but there were some students who still looked embarrassed to comment on the work of other groups while practicing in front of the class. Based on the learning process that took place at the first meeting of Cycle I, the researcher concluded that the Student's Team Achievement Division

learning model had been going well.

2. Meeting 2

The meeting was conducted on Wednesday, 1 December 2021, for 2 hours (2 x 35 minutes) 07:30-8:40. The material taught is Dialogue.

The learning steps are as follows:

(i). First Activities

When the lesson begins, the teacher first greets and invites the students to pray before starting the lesson. The teacher fills out the attendance list of students and asks students how they are doing. The teacher gives a pretest to divide students into several groups based on the level of achievement. The teacher asks the students "What is Dialogue?" the majority answered Dialogue is a conversation carried out by 2 or more people. The teacher asked the students again "What is the difference between Dialogue and Conversation?". Only a few answered this question. The teacher also explains the difference. Dialogue is a conversation carried out by 2 or more people in one group and uses a text or script that has been made by the narrator. While Conversation is a conversation activity carried out by 2 or more people which is not planned and does not use text or scripts.

(ii). Core activities

In the core activity, the teacher explains the meaning of dialogue and conversation. Explain the difference between Dialogue, and Conversation. The teacher divides the students into 6 groups consisting of 4-6 people in 1 group. The teacher gives dialogue scripts to students to read and students study in their groups. Students discuss with their groups and determine the roles to be taken. Students help their group members in pronouncing the dialogue correctly. The teacher calls students based on their groups to practice speaking using the Lion King Dialogue in English. Students comment on other groups about how to pronounce words in the dialogue.

(iii). End activities

In the final activity, the teacher assesses the students' dialogue based on the correct pronunciation of words. The teacher gives assignments to students about the Dialogue material being taught today. The teacher concludes the dialogue material taught today. . The teacher asks students to pray together as a closing activity for the lesson. At this first meeting, students seemed enthusiastic about working in groups, but there were some students who still looked embarrassed to comment on the work of other groups while practicing in front of the class. Based on the learning process that took place at the first meeting of Cycle I, the researcher concluded that the Student's Team Achievement Division learning model had been going well.

3. Meeting 3

The meeting was conducted on Friday, 3 December 2021, for 2 hours (2 x 35 minutes) 07:30-8:40. The material taught is Dialogue.

The learning steps are as follows:

(i). First Activities

When the lesson begins, the teacher first greets and invites the students to pray before starting the lesson. The teacher fills out the attendance list of students and asks students how they are doing. The teacher gives a pretest to divide students into several groups based on the level of achievement. The teacher asks the students "What is Dialogue?" the majority answered Dialogue is a conversation carried out by 2 or more people. The teacher asked the students again "What is the difference between Dialogue and Conversation?". Only a few answered this question. The teacher also explains the difference. Dialogue is a conversation carried out by 2 or more people in one group and uses a text or script that has been made by the narrator. While Conversation is a conversation activity carried out by 2 or more people which is not planned and does not use text or scripts.

(ii). Core activities

In the core activity, the teacher explains the meaning of dialogue and conversation. Explain the difference between Dialogue, and Conversation. The teacher divides the students into 6 groups consisting of 4-6 people in 1 group. The teacher gives dialogue scripts to students to read and students study in their groups. Students discuss with their groups and determine the roles to be taken. Students help their group members in pronouncing the dialogue correctly. The teacher calls students based on their groups to practice speaking using the Lion King Dialogue in English. Students comment on other groups about how to pronounce words in the dialogue.

(iii). End activities

In the final activity, the teacher assesses the students' dialogue based on the correct pronunciation of words. The teacher gives assignments to students about the Dialogue material being taught today. The teacher concludes the dialogue material taught today. . The teacher asks students to pray together as a closing activity for the lesson. At this first meeting, students seemed enthusiastic about working in groups, but there were some students who still looked embarrassed to comment on the work of other groups while practicing in front of the class. Based on the learning process that took place at the first meeting of Cycle I, the researcher concluded that the Student's Team Achievement Division learning model had been going well.

4. Meeting 4

The meeting was conducted on Tuesday, 7 December 2021 for 2 hours (2 x 35 minutes) 07:30-8:40. The material taught is Dialogue.

The learning steps are as follows:

(i). First Activities

When the lesson begins, the teacher first greets and invites the students to pray before starting the lesson. The teacher fills out the attendance list of students and asks students how they are doing. The teacher gives a pretest to divide students into several groups based on the level of achievement. The teacher asks the students "What is Dialogue?" the majority answered Dialogue is a conversation carried out by 2 or more people. The teacher asked the students again "What is the difference between Dialogue and Conversation?". Only a few answered this question. The teacher also explains the difference. Dialogue is a conversation carried out by 2 or more people in one group and uses a text or script that has been made by the narrator. While Conversation is a conversation activity carried out by 2 or more people which is not planned and does not use text or scripts.

(ii). Core activities

In the core activity, the teacher explains the meaning of dialogue and conversation. Explain the difference between Dialogue, and Conversation. The teacher divides the students into 6 groups consisting of 4-6 people in

1 group. The teacher gives dialogue scripts to students to read and students study in their groups. Students discuss with their groups and determine the roles to be taken. Students help their group members in pronouncing the dialogue correctly. The teacher calls students based on their groups to practice speaking using the Lion King Dialogue in English. Students comment on other groups about how to pronounce words in the dialogue.

(iii). End activities

In the final activity, the teacher assesses the students' dialogue based on the correct pronunciation of words. The teacher gives assignments to students about the Dialogue material being taught today. The teacher concludes the dialogue material taught today. . The teacher asks students to pray together as a closing activity for the lesson. At this first meeting, students seemed enthusiastic about working in groups, but there were some students who still looked embarrassed to comment on the work of other groups while practicing in front of the class. Based on the learning process that took place at the first meeting of Cycle I, the researcher concluded that the Student's Team Achievement Division learning model had been going well.

5. Meeting 5

The meeting was conducted on Wednesday, 8 December 2021 for 2 hours (2 x 35 minutes) 07:30-8:40. The material taught is Dialogue.

The learning steps are as follows:

(i). First Activities

When the lesson begins, the teacher first greets and invites the students to pray before starting the lesson. The teacher fills out the attendance list of students and asks students how they are doing. The teacher gives a pretest to divide students into several groups based on the level of achievement. The teacher asks the students "What is Dialogue?" the majority answered Dialogue is a conversation carried out by 2 or more people. The teacher asked the students again "What is the difference between Dialogue and Conversation?". Only a few answered this question. The teacher also explains the difference. Dialogue is a conversation carried out by 2 or more people in one group and uses a text or script that has been made by the narrator. While Conversation is a conversation activity carried out by 2 or more people which is not planned and does not use text or scripts.

(ii). Core activities

In the core activity, the teacher explains the meaning of dialogue and conversation. Explain the difference between Dialogue, and Conversation. The teacher divides the students into 6 groups consisting of 4-6 people in 1 group. The teacher gives dialogue scripts to students to read and students study in their groups. Students discuss with their groups and determine the roles to be taken. Students help their group members in pronouncing the dialogue correctly. The teacher calls students based on their groups to practice speaking using the Lion King Dialogue in English. Students comment on other groups about how to pronounce words in the dialogue.

(iii). End activities

In the final activity, the teacher assesses the students' dialogue based on the correct pronunciation of words. The teacher gives assignments to students about the Dialogue material being taught today. The teacher concludes the dialogue material taught today. . The teacher asks students to pray together as a closing activity for the lesson. At this first meeting, students seemed enthusiastic about working in groups, but there were some students who still looked embarrassed to comment on the work of other groups while practicing in front of the class. Based on the learning process that took place at the first meeting of Cycle I, the researcher concluded that the Student's Team Achievement Division learning model had been going well.

6. Meeting 6

The meeting was conducted Friday, 10 December 2021 for 2 hours (2 x 35 minutes) 07:30-8:40. The material taught is Dialogue.

The learning steps are as follows:

(i). First Activities

When the lesson begins, the teacher first greets and invites the students to pray before starting the lesson. The teacher fills out the attendance list of students and asks students how they are doing. The teacher gives a pretest to divide students into several groups based on the level of achievement. The teacher asks the students "What is Dialogue?" the majority answered Dialogue is a conversation carried out by 2 or more people. The teacher asked the students again "What is the difference between Dialogue and Conversation?". Only a few answered this question. The teacher also explains the difference. Dialogue is a conversation carried out by 2 or more people in one group and uses a text or script that has been made by the narrator. While Conversation is a conversation activity carried out by 2 or more people which is not planned and does not use text or scripts.

(ii). Core activities

In the core activity, the teacher explains the meaning of dialogue and conversation. Explain the difference between Dialogue, and Conversation. The teacher divides the students into 6 groups consisting of 4-6 people in 1 group. The teacher gives dialogue scripts to students to read and students study in their groups. Students discuss with their groups and determine the roles to be taken. Students help their group members in pronouncing the dialogue correctly. The teacher calls students based on their groups to practice speaking using the Lion King Dialogue in English. Students comment on other groups about how to pronounce words in the dialogue.

(iii). End activities

In the final activity, the teacher assesses the students' dialogue based on the correct pronunciation of words. The teacher gives assignments to students about the Dialogue material being taught today. The teacher concludes the dialogue material taught today. . The teacher asks students to pray together as a closing activity for the lesson. At this first meeting, students seemed enthusiastic about working in groups, but there were some students who still looked embarrassed to comment on the work of other groups while practicing in front of the class. Based on the learning process that took place at the first meeting of Cycle I, the researcher concluded that the Student's Team Achievement Division learning model had been going well.

7. Meeting 7

The meeting was conducted on Tuesday, 14 December 2021 for 2 hours (2 x 35 minutes) 07:30-8:40. The material taught is Dialogue.

The learning steps are as follows:

(i). First Activities

When the lesson begins, the teacher first greets and invites the students to pray before starting the lesson. The teacher fills out the attendance list of students and asks students how they are doing. The teacher gives a pretest to divide students into several groups based on the level of achievement. The teacher asks the students "What is Dialogue?" the majority answered Dialogue is a conversation carried out by 2 or more people. The teacher asked the students again "What is the difference between Dialogue and Conversation?". Only a few answered this question. The teacher also explains the difference. Dialogue is a conversation carried out by 2 or more people in one group and uses a text or script that has been made by the narrator. While Conversation is a conversation activity carried out by 2 or more people which is not planned and does not use text or scripts.

(ii). Core activities

In the core activity, the teacher explains the meaning of dialogue and conversation. Explain the difference between Dialogue, and Conversation. The teacher divides the students into 6 groups consisting of 4-6 people in 1 group. The teacher gives dialogue scripts to students to read and students study in their groups. Students discuss with their groups and determine the roles to be taken. Students help their group members in pronouncing the dialogue correctly. The teacher calls students based on their groups to practice speaking using the Lion King Dialogue in English. Students comment on other groups about how to pronounce words in the dialogue.

(iii). End activities

In the final activity, the teacher assesses the students' dialogue based on the correct pronunciation of words. The teacher gives assignments to students about the Dialogue material being taught today. The teacher concludes the dialogue material taught today. . The teacher asks students to pray together as a closing activity for the lesson. At this first meeting, students seemed enthusiastic about working in groups, but there were some students who still looked embarrassed to comment on the work of other groups while practicing in front of the class. Based on the learning process that took place at the first meeting of Cycle I, the researcher concluded that the Student's Team Achievement Division learning model had been going well.

B. Research result

The data get it from the student's task and practice speaking. The researcher discussed how to the student's practice speaking English at the class and find out of problem speaking of the student's such as Vocabulary, Grammar, Pronunciation, Fluency, Understanding, Clarity, and Content. the results of classroom action research (CAR) and the discussion that has been explained, it can be concluded: the application of the Student's Team Achievement Division (STAD) learning to students of class XI MIA 2 at SMA Negeri 6 Medan. It can improve speaking ability in English. Before implementing the Student's Team Achievement Division (STAD) on the first test 30 (91%) students scored 44.46-66.69 (Low). there are 6 (9%) students get a score of 78.78-88.89. And the KKM for English subjects is 75.00. so, in this first test the score obtained by 30 students is not sufficient. After implementing the Student Team Achievement Division (STAD) learning in the first cycle, 10 meetings were held. there were 35 (99%) students scored 78.78-88.89 (Very high). so that the specified KKM is sufficient. And there are 1 (1%) student not finish.

Table 4.1 First Observation

No.	Name	Vocabulary	Fluency	Grammar	Pronunciation	Clarity	Understanding	Content	Score
1	ART	0.67	1	1	1	1	1	1	66.67
2	AA	1	1	-	1	0.56	1	1	55.56
3	AAB	1	1	1	1	1	1.78	1	78.78
4	AB	1	0.67	1	1	1	1	1	66.67
5	AHR	1	1	-	1	-	0.47	1	44.47
6	AN	1	-	1	1	1	0.56	1	55.56
7	CAAA	-	0.67	1	1	1	1	1	66.67
8	DAA	1	2	1	1	1	1.89	1	88.89
9	DA	1	0.56	1	-	1	1	1	55.56
10	DPM	1	2	1	1	1	1.89	1	88.89
11	FA	1	-	1	-	1	0.44	1	44.44
12	HM	-	1	1	-	1	1.56	1	55.56
13	IPA	1	1	1	1	1.78	1	1	78.78
14	MAF	1	1	1	1	1	1.78	1	78.78

15	MBS	1	-	1	-	1	0.44	1	44.44
16	MF	1	1.78	1	1	1	1	1	78.78
17	MNR	1	-	1	1	1	0.56	1	55.56
18	MRS	1	1	1	1	1	0.67	1	66.67
19	NAJ	1	1	1	1	1	0.67	1	66.67
20	NAN	-	0.56	1	1	1	1	1	55.56
21	NAH	1	0.56	-	1	1	1	1	55.56
22	NEH	1	-	-	1	0.46	1	1	44.46
23	OESS	0.67	1	1	1	1	1	1	66.67
24	PAA	1	1	1	0.56	-	1	1	55.56
25	RH	-	0.56	1	1	-	1	1	55.56
26	RAF	0.56	1	1	1	1	-	1	55.56
27	RAMC	1	1	1	1	1	1	0.67	66.67
28	RN	1	1	0.67	1	1	1	1	66.67
29	SZHP	0.67	1	1	1	1	1	1	66.67
30	SR	1	1	1	1	1	-	0.56	55.56
31	SZ	-	0.56	1	1	1	1	1	55.56
32	TAZ	1	1	-	-	1	-	1.56	44.56

33	TPA	1	-	1	-	1	1	1.56	55.56
34	TE	0.67	1	1	1	1	1	1	66.67
35	ZD	1	-	1	1	1	1	0.67	55.67
36	FA	0.67	1	1	1	1	1	1	66.67

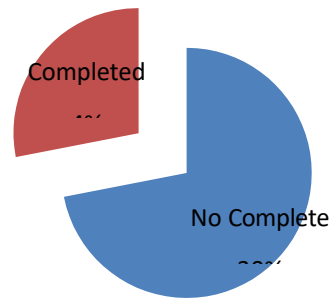
(Barnabas, 2013)

Total : 2,065.52 : 36 = 57, 37 (Moderate)

Description : Not Complete : 30 (91%)

Complete : 6 (8%)

Observation data diagram of the first assessment of learning outcomes Dialog



The results of the first observation of the assessment in dialogue learning there were 6 students (8%) students who completed by getting a score of 78.88 - 88.89 (High). And there are 30 (96%) students who have not finished with a score of 44.44 - 66.67 (Low). Constraints experienced by students in the learning process are the lack of students' understanding of the material taught by the teacher, there are still pronunciation difficulties in dialogue using English, the students' lack of vocabulary mastery, and lack of confidence in students.

Table 4.1 Cycle I

The student's practice speaking English apply the STAD

No.	Name	Vocabulary	Fluency	Grammar	Pronunciation	Clarity	Understanding	Content	Score
1	ART	1	1	1	1	1.78	1	1	78.78
2	AA	1	1	1	1	1.78	1	1	78.78
3	AAB	1	1	1	1	1	1.78	1	78.78
4	AB	1	1	1	1	2.89	1	1	88.89
5	AHR	1	1	1.89	2	1	1	1	88.89
6	AN	1	1.78	1	1	1	1	1	78.78
7	CAAA	1	1.78	1	1	1	1	1	78.78
8	DAA	1	2	1	1	1	1.89	1	88.89
9	DA	1	1	1	2	1	1.89	1	88.89
10	DPM	1	2	1	1	1	1.89	1	88.89
11	FA	1	0.78	1	1	1.	1	1	78.78
12	HM	2	1	1	1	1	1.56	1	88.89
13	IPA	1	1	1	1	1.78	1	1	78.78

14	MAF	1	1	1	1	1	1.78	1	78.78
15	MBS	1	1	-	1	1.69	1	1	66.69
16	MF	1	1.78	2	1	1	1	1	88.89
17	MNR	1	1	1	1.78	1	1	1	78.78
18	MRS	1	1	1	1	2	1	1	88.89
19	NAJ	1	1.78	1	1	1	1	1	78.78
20	NAN	1	1	1	1	1.78	1	1	78.78
21	NAH	1	1	1	1	1.78	1	1	78.78
22	NEH	1	2	2	1	0.89	1	1	88.89
23	OESS	2	1	1.89	1	1	1	1	88.89
24	PAA	1	2	1	1.89	1	1	1	88.89
25	RH	1	2	1	1.89	1	1	1	88.89
26	RAF	2	1	1	1	1.89	1	1	88.89
27	RAMC	1	2	1	1	1.89	1	1	88.89
28	RN	1	1	1	1	1.78	1	1	78.78
29	SZHP	1.78	1	1	1	1	1	1	78.78
30	SR	2	1.89	1	1	1	1	1	88.89
31	SZ	1.98	2	1	1	1	1	1	88.89

32	TAZ	1	1	1	1	1	1	1.78	78.78
33	TPA	1.98	2	1	1	1	1	1	88.89
34	TE	1	1.78	1	1	1	1	1	78.78
35	ZD	1.78	1	1	1	1	1	1	78.78
36	FA	2	1	1	1	1.89	1	1	88.89

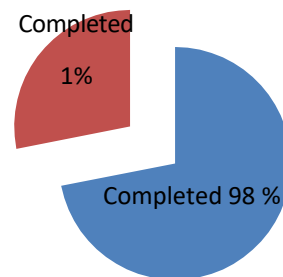
(Barnabas, 2013)

Total : 3,006.97 : 36 = 83. 52 (Very High)

Description : Not Complete : 1 (1%)

Complete : 35 (99%)

Observation data diagram of dialogue learning outcomes Cycle I Test using the Cooperative Learning Model Student Team Achievement Division (STAD) Strategy.



Learning Outcomes Dialogue uses the Cooperative Student Team Achievement Division (STAD) Strategy learning model. There were 35 (99%) students who completed getting a score of 78. 78 - 88. 89 (High). And there are 1 (1%) students who have not finished getting a score of 66. 67. In the results, learning dialogue using the Cooperative Student Team Achievement Division (STAD) learning model There is an increase in students' speaking skills with dialogue media. The improvement is that students have the courage to speak, have dialogue in front of the class, students have mastered vocabulary, students can speak and respond to teachers and friends using English.

Table Comparison of observational data between the first test and cycle I

Cycle	Not Completed	Percentage	Completed	Percentage	Average value
First Test	30	96%	6	4%	57,37
Cycle I	1	1%	35	99%	83.52

	Percentage Not Completed	Percentage Completed
First Test	96%	4%
Cycle I	1%	99%

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of classroom action research (CAR) and the discussion that has been explained, it can be concluded: the application of the Student's Team Achievement Division (STAD) learning to students of class XI MIA 2 at SMA Negeri 6 Medan. It can improve speaking ability in English. Before implementing the Student's Team Achievement Division (STAD) on the first test 30 (91%) students scored 44.46-66.69 (Low). there are 6 (9%) students get a score of 78.78-88.89. And the KKM for English subjects is 75.00. so, in this first test the score obtained by 30 students is not sufficient. After implementing the Student Team Achievement Division (STAD) learning in the first cycle, 10 meetings were held. there were 35 (99%) students scored 78.78-88.89 (Very high). so that the specified KKM is sufficient. And there are 1 (1%) students who do not meet the KKM value that has been determined.

B. Suggestion

Based on the results of the research carried out, the following suggestions can be put forward:

1. For Teachers

Efforts are made to apply the Student Team Achievement Division (STAD) learning model to the implementation of learning English in the classroom, because with this STAD learning model

students can become more active, care about their classmates, and make the teaching and learning process not boring.

2. For Students

It is hoped that students pay attention to lessons, and actively participate in learning English in class and are able to improve learning outcomes.

3. For the Principal

It is expected that school principals apply the STAD learning model. In order to add to the teaching model and the teaching and learning process is not boring. so that it makes students not interested in learning English.

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RENCANA PELAKSANAAN PEMBELAJARAN

KELAS XI (RPP)

Nama Sekolah	: SMA Negeri 6 Medan
Mata Pelajaran	: Bahasa Inggris
Materi	: Dialog
Kelas/Semester	: XI MIA /I
Alokasi Waktu	: 2X 45 Menit

A. KOMPETENSI INTI (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Memiliki perilaku jujur, disiplin, tanggungjawab, santun, peduli, dan percaya diri dalam berinteraksi dengan teman, guru, keluarga dan lingkungan.

KI 3: Memahami isi dialog yang diajarkan oleh guru dan mengambil nilai yang terdapat pada dialog tersebut.

KI 4: Mampu berinteraksi dengan guru dan teman dengan penuh percaya diri dalam proses belajar Bahasa Inggris.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menghayati dan mengamalkan agama yang dianut.	3.1.1 Berdoa sebelum memulai pembelajaran sesuai dengan agama dan kepercayaan yang dianut.
3.2 Memiliki perilaku jujur, disiplin, tanggung jawab santun, peduli dan percaya diri dalam berinteraksi dengan, guru, teman dan keluarga	3.2.2 Berperilaku Jujur, disiplin, tanggungjawab, santun, peduli dan berani berinteraksi dengan guru, teman, dan keluarga
3.3 Memahami isi dialog yang diajarkan oleh guru dan mengambil nilai yang terdapat pada dialog.	3.3.3 Paham akan isi dialog dan mengambil nilai pembelajaran yang bias diterapkan di kehidupan sehari-hari.
4.4 Mampu berinteraksi dengan guru, dan teman dengan percaya diri dalam proses belajar Bahasa Inggris	4.4.4 Percaya diri dalam merespon guru dan teman dalam proses belajar Bahasa Inggris.

C. TUJUAN PEMBELAJARAN

1. Dengan menggunakan media dialog Bahasa Inggris dapat meningkatkan kemampuan berbicara Bahasa Inggris.
2. Dengan menggunakan media dialog Bahasa Inggris guru dapat menilai grammar, vocabulary, fluency, pronunciation, clarity, content dan understanding pada siswa.

D. Materi Pembelajaran

Penggunaan dialog sebagai media pembelajaran sangat efektif dan meningkatkan kemampuan berbicara Bahasa Inggris pada siswa. Dialog Lion King.

Scene 1

Rafiki : We would like to take a few moments to get you acquainted with the story of Simba.

Tiki : Simba was born just a few moments ago to Sarabi and Mufasa. Of course, Mufasa is the king of Pride Rock. All the animals are gathering to welcome Simba into the world.

Rafiki & Tiki : And now, it is time.

Scene 2

Scar : Why! If it isn't my big brother descending from on high to mingle with the commoners.

Mufasa : Sarabi and I didn't see you at the presentation of Simba.

Scar : That was today? Oh, I feel simply awful.

Zazu : Yes, well, as slippery as your mind is, as the king's brother, you should have been first in line!

Scar : Well, I was first in line... until the little hairball was born.

Mufasa : That "hairball" is my son –and your future king.

Scar : Ohh, I shall practice my curtsy.

Mufasa : Don't turn your back on me, Scar.

Scar : {Looking back} On, no, Mufasa. Perhaps you shouldn't turn your back on me.

Mufasa : (Roars) Is that a challenge?

Scar : Temper, temper. I wouldn't dream of challenging you.

Zazu : Pity! Why not?

Scar : Well, as far as brains go, I got the lion's share. But, when it comes to brute strength ...I'm afraid I'm at the shallow end of the gene pool.

Zazu : {Deep sigh} There's one in every family sire... Two in mine actually. And they always manage to ruin special occasions.

Musafa : What am I going to do with him?

Zazu : He'd make a very handsome throw rug.

Musafa : Zazu!

Zazu : And just think! Whenever he gets dirty, you could take him out
and beat him.

Scene 3

(Scar looking out over shadowland)

{Enter Simba}

Simba : Hey Uncle Scar, guess what!

Scar : I despise guessing game

Simba : I'm going to be king of pride rock.

Scar : Oh Goodee!!

Simba : My Dad just showed me whole kingdom, and I'm going to rule it all Hehehe.

Scar : Yes. Forgive me or not leaping for Joy. Bad back you know.

Simba : Hey, Uncle Scar? When I'm king what will that make you ?

Scar : A Monkey Uncle

Simba : Hehehe you so weird Uncle scar.

Scar : You have no idea. ...So, your father showed you the whole kingdom, did he?

Simba : Everything

Scar : He didn't show you what's beyond that rise at the northern border...?

Simba : {Disappointed} Well, no... he said I can't go there.

Scar : And he's absolutely right! It's far too dangerous.
 Only the bravest lions go there.

Simba : Well, I'm brave! What's out th—

Scar : No, I'm sorry Simba; I just can't tell you.

Simba : Why not?

Scar : Simba, Simba ; I'm only Looking out for my favorite nephew.

Simba : Yes, You right I'm your favorite Nephew.

A. Please Answer the Question based from The Dialog !

1. What is the difference between Dialogue and Conversation?
2. Mention how many characters in the Lion King story?
3. Where does the Lion King Dialogue story take place?
4. Write the Dialogue of Scar and Simba?
5. How Many Antagonist and Protagonist in Lion King Dialogue?

E. METODE PEMBELAJARAN

Metode Pembelajaran : Ceramah, penugasan, dan Praktik

F. PENDEKATAN PEMBELAJARAN

Pendekatan pembelajaran : Classroom action research (CAR), Role play.

G. KEGIATAN PEMBELAJARAN

Kegiatan	Ddeskripsi	Waktu
Pendahuluan	<ol style="list-style-type: none">1. Orientasi Salam dan do'a bersama Mengucapkan salam Mengecek kehadiran siswa 2. Apersepsi Mereview pelajaran sebelumnya yang berkaitan dengan pelajaran yang akan diajarkan. Memberikan gambaran singkat mengenai modifiers dengan dialog antar siswa dan guru 3. Direction Menjelaskan tujuan pembelajaran. Menjelaskan aktivitas yang akan di laksanakan Apabila materi/tema/projek dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang materi: Dialog	15 Menit

	<p>Stimulasi (Stimulation)</p> <p>Guru membagi siswa menjadi beberapa kelompok dan menjelaskan prosedur belajar kelompok,</p> <p>Guru membagikan scrip dialog dan tugas kepada para siswa.</p> <p>Identifikasi Masalah (Problem Statement)</p> <p>Guru menjelaskan materi Dialog</p> <p>Siswa memperhatikan guru dengan seksama</p> <p>Guru memberikan kesempatan kepada siswa untuk bertanya</p>	
<p>Kegiatan Inti</p>	<p>Siswa dibagi menjadi beberapa kelompok</p> <p>Guru memberikan problem statement (identifikasi masalah) dari materi yang dijelaskan :</p> <p><i>What is dialogue and conversation?</i></p> <p><i>What is different dialogue and conversation?</i></p> <p>Pengumpulan Data (Data Collection)</p> <p>Siswa belajar dengan kelompok dan membantu anggota kelompoknya dalam berlatih pengucapan dialog</p> <p>Guru memanggil 1 kelompok untuk praktik dialog di depan kelas.</p> <p>Pengolahan Data (Data Processing)</p> <p>Guru menilai kemampuan berbicara siswa dengan melihat aspek aspek seperti grammar, vocabulary, fluency, pronouncation, clarity, content, dan understanding.</p> <p>Guru memberikan nilai setiap siswa dan nilai kelompok yang sudah praktik berbicara di depan kelas.</p>	<p>15 menit</p>

Penutup	<p>Pembuktian (Verification)</p> <p>Setiap kelompok yang maju praktik did eapn kelas kelompok lain memperhatikan.</p> <p>Guru membantu siswa dalam pengucapan Bahasa inggris dengan benar.</p> <p>Guru memeriksa pengucapan berbicara bahasa inggris pada siswa seperti grammar, vocabulary, fluency, pronouncation, clarity, content, dan understanding</p> <p>Menarik Kesimpulan (Generalization)</p> <p>Siswa bersama kelompoknya praktik berbicara berbahasa inggris di depan kelas.</p> <p>Guru memeriksa pengucapan berbicara bahasa inggris pada siswa seperti grammar, vocabulary, fluency, pronouncation, clarity, content, dan understanding.</p> <p>Setelah mengikuti kegiatan pembelajaran, siswa ditanya bagaimana perasaannya.</p> <p>Siswa dan guru menyimpulkan pembelajaran.</p> <p>Siswa diberikan penilaian dari latihan-latihan yang telah diberikan</p> <p>Guru menginformasikan bahwa semua materi pembelajaran telah selesai.</p>	15 menit
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H. ALAT, MEDIA, DAN SUMBER BELAJAR

Alat : Spidol, Pulpen
Media : Papan Tulis
Sumber belajar : Buku Paket SMA XI Bahasa Inggris

I. PENILAIAN

Sikap : Memperhatikan keaktifan dan cara siswa berinteraksi
Pengetahuan : Memahami dialog tentang ungkapan memberi dan meminta informasi
terkait saran dan penawaran

Medan, 24 March 2022

Mengetahui

Kepala Sekolah

Guru Pamong

Siti Rahma Lubis, S.Pd., M. Si

NIP :197508061998032001

Rita Hartati, S.S

NIP : 1980030802011012006

APPENDIX

Form K1

	<p style="text-align: center;">MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238 Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id</p>	
Form : K - 1		
Kepada Yth: Bapak Ketua & Sekretaris Program Studi Pendidikan Bahasa Inggris FKIP UMSU		
Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI		
Dengan hormat yang bertanda tangan di bawah ini:		
Nama Mahasiswa	: Alda Hiromi	
NPM	: 1702050035	
Prog. Studi	: Pendidikan Bahasa Inggris	
Kredit Kumulatif	: 136 SKS	
	IPK= 3.48	
Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving Speaking Skill Using Dialog on Lion King Movie At SMA Negeri 6 Medan	
	Teaching Value Moral on Movie Amazing Spiderman II at SMA Negeri 6 Medan	
	Analysis of Speaking Skill Use of Bataknese Accent in English learning at SMA Negeri 6 Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 15 Maret 2021
Hormat Pemohon,


Alda Hiromi

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Alda Hiromi
NPM : 1702050035
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Improving Speaking Skill Using Dialog on Lion King Movie At SMA Negeri 6 Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Resty Wahyuni, S.Pd, M.Hum *Acc 5/03-2021*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 15 Maret 2021
Hormat Pemohon,

Alda Hiromi

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Form K3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 846 /II.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Alda Hiromi
N P M : 1702050035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Speaking Skill Using Dialog on Lion King Movie At SMA Negeri 6 Medan.

Pembimbing : Resty Wahyuni, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 5 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.

Dikeluarkan pada Tanggal :
Medan, 22 Sya'ban 1442 H
05 April 2021 M



Dekan

Prof. Dr. H. Ufianto Nst, S.Pd, M.Pd.
NID. PEN. 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

Lembar Pengesahan Proposal



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa dibawah ini :

Nama Lengkap : Alda Hiromi
NPM : 1702050035
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Speaking Skill Using Dialog Lion King Movie at SMA Negeri 6 Medan

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat di izinkan untuk melakukan riset di lapangan.

Medan, Oktober 2021

Disetujui oleh :

Diketahui/Disetujui Oleh :

Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Resty Wahyuni, M.Hum

Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 11 Bulan November Tahun 2021 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Alda Hiromi
N.P.M : 1702050035
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving The Student's Speaking Skill Through Student Team Division At Class XI MIA 2 Of SMA Negeri 6 Medan

No	Masukan dan Saran
Judul	Improving the student's speaking skill through student Team Division Achievement at Class XI MIA 2 of SMA Negeri 6 Medan
Bab I	C. Scope limitation D. Formulation of Problem E. the objective of problem
Bab II	B. short coming (weakness) of STAD Learning Model D. Relevant of problem
Bab III	B. Population & sample D. Instrument of research
Lainnya	Reference
Kesimpulan	[] Disetujui [] Ditolak [] Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum)

Dosen Pembahas

(Prof. Amrin Saragih, M.A.Ph.D)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum)

Surat Keterangan Pengsahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Alda Hiromi
N.P.M : 1702050035
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving the Students' Speaking Skill Through Student Team Division at Class XI MIA 2 of SMA Negeri 6 Medan

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 11, Bulan November, Tahun 2021.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, November 2021

Ketua,

Mandra Saragih, S.Pd, M.Hum

Surat Bebas Pustaka



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor : 150 / KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Alda Hiromi
NPM : 1702050035
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 16 Rajab 1443 H.
17 Februari 2022 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 6 MEDAN

Jalan Ansari No. 34 - Kode Pos 20214 - Kecamatan Medan Kota - Kota Medan
Telp. 061-7367580 - e-mail. sman6.medan@gmail.com - website. www.sman6medan.sch.id

NPSN. 10210859

SURAT KETERANGAN

Nomor: 070/ 358 /SMAN 6 MDN/2021

Kepala SMA Negeri 6 Medan, Medan Kota, Kota Medan, Provinsi Sumatera Utara, berdasarkan surat dari Fakultas Keguruan dan Ilmu Pendidikan (FKIP) UMSU Nomor: 2746/II.3-AU/UMSU-02/F/2021 tanggal 30 Nopember 2021 perihal Permohonan Riset, maka dengan ini menerangkan bahwa:

N a m a : ALDA HIROMI
N P M : 1702050035
Program Studi : S1 - Pendidikan Bahasa Inggris
F a k u l t a s : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara (UMSU)

benar telah melaksanakan pengambilan data dan atau sejenisnya di SMA Negeri 6 Medan pada tanggal 1 s.d 3 Desember 2021 guna memperoleh informasi/keterangan dan data yang berhubungan dengan judul:

Improving The Student's Speaking Skill Through Student Team Division At Class XI MIA 2 of SMA Negeri 6 Medan.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Medan, 4 Desember 2021
Kepala SMA Negeri 6 Medan

Dpa Hj. ERLINDA
Pembina Utama Muda
NIP. 19611224 198603 2 004





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Alda Hiromi
NPM : 1702050035
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving The Students Speaking Achievment by
Applying The Students Team Achievment Division at Class
XI MIA 2 or SMA Negeri 8 Medan

Tanggal	Materi Bimbingan Skripsi	paraf	Keterangan
17-01-2022	Chapter 1 1. Introduction Of Problem 2. Scope Limitation. 3. Signification of study		
13-02-2022	Chapter 2 B. The shortcoming changed to The Weakness of the Students Team Achievement Division (STAD) D. Relevant of study include only the name of the researcher.		
15-02-2022	Chapter 3 B. Population and Sample changed to The subject of the study		
16-02-2022	Chapter 4 The Findings, Chapter 5 Conclusion and Suggestion		
24-02-2022	Revision Abstract and Appendix		

Medan, 11 Maret 2022

Diketahui Oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Resty Wahyuni, M.Hum)

Berita Bimbingan Proposal







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 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Aida Hiromi
 NPM : 1702050035
 Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Program Studi : Bahasa Inggris
 Judul : Improving The Student's Speaking Achievement Division Applying The Student Team Achievement Division (STAD) At Class XI MIA 2 SMA Negeri 6 Medan.

Tanggal	Materi Bimbingan Proposal	Paraf	Keterangan
03-08-2021	CHAPTER I : Introduction : : It's better to use the opinion expert from the past 10 years.		
	CHAPTER II : Important of the speaking : That are part not connected because there ia adiscussion of speech.		
	CHAPTER III Sample and Object : How to sampling and object using whose theory.		
24-08-2021	CHAPTER II : Framework: The way of writing and the spacing used.		
	The weakness of STAD		

27 -10-2021	CHAPTER II : Relevant of the study : Explain the name of researcher, Title and years of the research.		
	CHAPTER III : Sample and Object : Method of sampling based on whose theory.		
5-11-2021	CHAPTER II : Diagram		
	CHAPTER III Method : <u>Instrument Of Research.</u>		

Medan, 11 November 2021

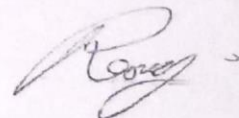
Diketahui Oleh :

Ketua Prodi



(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing



(Resty Wahyuni, M.Hum)



SCHOOL FRONT GRATE



STUDENT'S MEASURE BODY TEMPERATURE BEFORE ENTERING THE CLASSROOM



EXPLAINING THE MATERIAL SPEAKING ON THE CLASS XI MIA

STUDENT PAPER

Nama kelompok = 1. Muhammad Bagas Saputra
2. Muhammad Fauzi
3. Muhammad Nur Rizky
4. Muhammad Rizky Syahputra
5. Dhiko Andrean

A. Please Answer the question based From the dialog

1. What is the difference between Dialogue and Conversation
2. Mention how many characters in the lion king story?
3. Where does the lion king dialogue story take place?
4. Write the dialogue of Scar and Simba?
5. How many Antagonist and Protagonist in lion king Dialogue?

Answer =

1. Conversation is communication / chat used for two or more characters, while dialogue is communication that is only done for 2 people.
2. Six people
3. In the forest
4. Simba : Hey uncle Scar, guess what!
Scar : I despise guessing game
Simba : I'm going to be king of pride rock
Scar : Oh Goodee !!
Simba : MY Dad just showed me whole kingdom, and I'm going to rule it all, hehehe.
Scar : Yes. Forgive me or not leaping for joy. Bad back you

You know.

Simba : Hey, Uncle Scar? When I'm king what will that make you?

Scar : A monkey uncle

Simba : Hehe he you so weird Uncle Scar.

Scar : You have no idea... so, your father showed you the whole kingdom, did he?

Simba : Everything

Scar : He didn't show you what's beyond that rise at the northern border...?

Simba : {Disappointed} well, no... he said I can't go there.

Scar : And he's absolutely right! It's far too dangerous. Only the bravest lions go there.

Simba : Well, I'm brave! What's out there?

Scar : NO, I'm sorry Simba; I just can't tell you

Simba : Why not?

Scar : Simba, Simba; I'm only looking out for my favorite nephew.

Simba : Yes, you right I'm your favorite nephew,

5. Antagonist = Scar

Protagonist = Rafiki, Tiki, Mufasa, Zazu, Simba

19 - NOV - 2021
Jum'at.

Bahasa Inggris

Date

Nama: - AHDA ANANTA
- DAHAYUNA ALIFAH ADRIN
- DIVA PUTRI MELATI
- FIKRI ARDIYANSYAH.

QUESTION

1. What is the difference between dialogue and conversation?
2. Mention how many characters in the Lion King story?
3. Where does the Lion King dialogue story take place?
4. Write the dialogue of Scar and Simba?
5. How many antagonist and protagonist in Lion King dialogue?

ANSWER

(1) Dialogue is a conversational exchange between two people. Dialogue is for purpose, while conversation is informal of through, information etc.

(2) There are six characters.

(3) It takes at the Zoo.

(4) Simba: Hey Uncle Scar, guess what!

Scar: I detrise guessing game

I'm going to be king of Pride Rock

Oh Goode!

My dad just showed me whole kingdom, and I'm going to rule it all. hehehe.

Scar: Yes, For give me or not leaving for joy. Bad luck You know.

(5). Antagonist is only Scar, and Mufasa and Simba are protagonist.

- Kelompok 1
- 1. Amalia Araminta Balqis
 - 2. Andina Hadariyah
 - 3. Aurn Naysia
 - 4. Athaya Shabrina
 - 5. Indah peranta ayo

question :

1. What is the difference between dialogue and conversation ?

= dialogue is a conversational exchange between two people. Dialogue is for purpose, while conversation is informal of thoughts, information, etc.

2. Mention how many characters in the lion king story?

= there are six characters

3. Where does the lion king dialogue take place ?

= It takes at the zoo

4. Write the Dialogue of Scar and Simba

=

Simba : Hey Uncle Scar, guess what !

Scar : I despise guessing game

Simba : I'm going to be king of pride rock

Scar : Oh Goodde!!

Simba : My dad just showed me whole kingdom, and I'm going to rule it all. hehehe

Scar : Yes. Forgive me or not leaping for Joy. Bad bock you know

...

5. How Many Antagonist and Protagonist in lion King Dialogue?

antagonist is only Scar, and Mufasa^{zazu} and Simba are protagonist

APPENDIX 15. CURRICULLUM VITAE

Curriculum Vitae

1. Personal Information

Name : Alda Hiromi
SIN : 1702050035
Place/date of Birth : Medan, 25 November 1998
Sex : Female
Religion : Islam
Nationallity : Indonesia
Address : JL.Mandala By Pass Gg Orba No 12 C
Department of : English Education

2. Parents information

Father : Wahyu Subroto
Mother : Yosiko Yanai
Address : Jl. Mandala By Pass Gg Orba No 12 C

3. Education

2006-2011 : SDS Islam Azizi Medan
2012-2014 : SMP Negeri 16 Medan
2015- 2017 : SMA Negeri 18 Medan
2017- 2022 : Universitas Muhammadiyah Sumatera Utara.