



Implementation of The Student Team Achievement Division (STAD) to Develop Student Skills in Explaining Orally Natural Phenomena

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Article Info	Abstract
Article History Received: 2023-06-12 Revised: 2023-07-23 Published: 2023-08-01 Keywords: <i>Implementation; STAD; Develop Student Skills; Explain Orally; Natural Phenomena.</i>	According to Melian O.H & Solihat M.R (2019), speaking is an essential skill in English, where speakers can express ideas, opinions, responses, and information. Problems that arise in learning to speak during a pandemic. These problems include more time for students to practice speaking, lack of communication, and lack of cooperation between other students. This study uses a qualitative method. The approach used is classroom action research. To collect data, researchers used observation, field notes, and interviews. This research was conducted in two stages, namely, cycle one and cycle two. This research was conducted at Mekar Arum High School. The research participants were students of class XI IPS-2, totalling 31 students. Based on the research results, researchers can conclude that implementing the Student Team Achievement Division (STAD) can be used as one of the methods of learning speaking skills. This can be proven by findings that show the development of students' speaking activities. Based on research on students' opinions about the application of STAD, students like this learning method. Students gave positive answers and said that the presentation activities in this learning method gave them public speaking training and trained their confidence in public speaking.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-06-12 Direvisi: 2023-07-23 Dipublikasi: 2023-08-01 Kata kunci: <i>Implementation; STAD; Develop Student Skills; Explain Orally; Natural Phenomena.</i>	Menurut Melian O.H & Solihat M.R (2019), berbicara adalah keterampilan penting dalam bahasa Inggris, di mana pembicara dapat mengungkapkan ide, pendapat, tanggapan, dan informasi. Permasalahan yang muncul dalam pembelajaran berbicara di masa pandemi. Masalah tersebut meliputi lebih banyak waktu bagi siswa untuk berlatih berbicara, kurangnya komunikasi, dan kurangnya kerjasama antara siswa lainnya. Penelitian ini menggunakan metode kualitatif. Pendekatan yang digunakan adalah penelitian tindakan kelas. Untuk mengumpulkan data, peneliti menggunakan observasi, catatan lapangan, dan wawancara. Penelitian ini dilakukan dalam dua tahap, yaitu siklus satu dan siklus dua. Penelitian ini dilakukan di SMA Mekar Arum. Partisipan dalam penelitian ini adalah siswa kelas XI IPS-2 yang berjumlah 31 siswa. Berdasarkan hasil penelitian, peneliti dapat menyimpulkan bahwa penerapan <i>Student Team Achievement Division (STAD)</i> dapat digunakan sebagai salah satu metode pembelajaran keterampilan berbicara. Hal ini dapat dibuktikan dengan temuan yang menunjukkan perkembangan aktivitas berbicara siswa. Berdasarkan penelitian terhadap pendapat siswa tentang penerapan <i>Student Team Achievement Division (STAD)</i> , siswa menyukai metode pembelajaran ini. Siswa memberikan jawaban positif dan mengatakan bahwa kegiatan presentasi dalam metode pembelajaran ini memberikan mereka pelatihan <i>public speaking</i> dan melatih kepercayaan diri mereka dalam berbicara di depan umum.

I. INTRODUCTION

A language is a communication tool that can connect us with other humans. According to Melian O.H & Solihat M.R (2019), speaking is an essential skill in English, where speakers can express ideas, opinions, responses, and information. By speaking, students can communicate better with friends and other people. According to Irsyad & Narius (2013), as quoted by Damayanti, M.E., & Listyani, L. (2020), speaking is verbal communication used by individuals in their social life. Individuals can express their

opinions, thoughts, and emotions to others through speaking.

According to Cerelia J.J et al. (2021), Indonesia has experienced a learning crisis for years, exacerbated by the loss of learning during the pandemic, leading to an ever-increasing learning gap. However, learning to speak has particular obstacles during the pandemic. Based on previous research, several things could be improved. Problems that arise in learning to speak during a pandemic. These problems include more time for students to practice

speaking, lack of communication, and lack of cooperation between other students. According to Firnanda R et al. (2019), the problem of language learning is a way of teaching that needs to support speaking activities. Based on previous research and the experiences of researchers during internships, students experienced several obstacles during the pandemic, such as the lack of duration of communication and collaboration with friends because during *Pembelajaran Jarak Jauh*, students experienced limited space and time, as well as problems that occurred in the field. Learning speaking class is the fear of students expressing something using English.

According to Gunawan, I. & Paluti, A.R. (2017). as quoted by Gaffar Andriana et al. (2022). In 2019, Indonesia's Human Development Index reached 71.92, an increase of 0.53 or 0.74 percent compared to 2018. In the 2019 HDI for human development information, Indonesia was ranked 111th out of 189 documented regions. According to Suryawati, E. (2013). as quoted by Gaffar Andriana et al. (2022). This Indonesian midrib is still behind neighbouring countries such as Malaysia (61), Singapore (9), the Philippines (106), Thailand (77), and even Sri Lanka (71) in its HDI ranking. Based on the 2018 English Proficiency Index data, Indonesia can only rank 51st in English proficiency. Proficiency in English regarding the quality of particular abilities will be essential for the development of President Joko Widodo during this second term. These are some of the studies that address speaking and STAD.

The first study was conducted by Djahimo S.E.P et al., which was conducted in 2018. The title of this research is "Student Anxiety and Speaking Performance: Djahimo S.E.P. et al. (2018) concluded that the quality of student performance is influenced by several factors that make them feel anxious, afraid, uncomfortable, and lose motivation to do assignments. Teachers and students must find learning strategies that create a positive learning atmosphere that can help students get out of their comfort zone, which can help them to be more courageous, confident, and comfortable in giving presentations. The teacher's task is to find a relaxed and fun way to keep students motivated and involved in all the speaking assignments given. Good motivation can improve oral performance for the better.

This second study was conducted by Firnanda R et al. (2019), with the research title "The Influence of Student Team Achievement Division

(Stad) In Developing Students' Speaking Skills." Based on the result of the research using STAD can stimulate students' motivation to speak and encourage them to do everything that supports their performance. Finally, STAD effectively facilitates language skills, creates an interactive atmosphere and exciting classes, and motivates students to talk more.

This third study was conducted by Sahalia F et al. (2018), with the research title "Improving Students' Speaking Skill by Implementing Student Teams Achievement Division." Based on the research implementing the Student Team Achievement Division can improve students' speaking ability. Students can perform speaking skills more confidently, smoother, and more in accordance. Second, implementing the Student Team Achievement Division brings about positive changes in the classroom situation. Students become more active in doing all the activities and exercise the researcher gives. STAD manages to create fun and relaxed conditions that motivate students to talk. Which activity emphasizes student-centred learning can also encourage student participation in the learning process. All team members must contribute their performance to the group to get as many scores as possible to be the best team according to individual improvement scores.

This fourth study was conducted by Suprayetno E et al. (2022), with the research title "The Effect of Student Team Achievement Division (Stad) Technique On Students' Speaking Skills of Grade Xii Students of Sma N.1 Brandan Barat". Based on the result of the research, students who taught using the STAD approach outperformed their peers in terms of speaking and responding abilities positively in its application. It can be concluded that STAD techniques positively affect student performance in speaking. Students' perceptions of the STAD technique implementation are in the excellent condition category, with an average score of 86.21 percent, indicating that the STAD approach positively impacts student perceptions. Based on the proportion of all instrument answer choices on the questions, 55.5 percent of students strongly agreed (SA), and 40 percent agreed (A).

This five study was conducted by Melian O.H & Solihat M.R (2019), with the research title Analyzing Students' Speaking Activities in the Teaching and Learning Process Using the Stad Method. Based on the result of the research applying the STAD cooperative learning model positively impacts students' speaking skills. Also,

students can develop skills and talk to them. Students provide enthusiastic feedback on how the teacher delivers learning material. In addition, they feel challenged when they know that they will compete. This competition is needed to improve students' speaking ability. Students are happy and enthusiastic during teaching and learning activities take place. If seen based on the visuals, when the teacher delivers learning material, students give their full attention. Based on the author's experience, cooperative learning is a good way to stimulate student collaboration with a group of friends or classmates. Because if not with a little coercion, students will find it difficult to convey their opinions. This method is very in forming students' cooperation, independence, and self-confidence.

The sixth study was conducted by Asysyfa, A., Handayani, A. M., & Rizkiani, S. (2019), with the research title Students' Speaking Anxiety in EFL Classroom. According to the result of the research, it can be concluded that factors that make students feel anxious in speaking English and the strategies that students do to reduce their anxiety are the first is lack of preparation, which makes students worry, nervous and unsure. Second, students' feelings must be included in understanding the material, making it an obstacle for students. Third, students need help speaking English, are not confident, afraid of being wrong, and are afraid of being laughed at by their friends.

According to Luoma (2004), as quoted by Lestari N (2019), speaking is a process of forming meaning that involves producing, receiving, and processing information. Celce & Murcia (2012) state that speaking is crucial for learning a second language. Discussion is the most commonly used activity in speaking classes. In learning a second language, speaking skills are not only used in classroom learning but are also used in everyday life.

Educators can use many methods to learn speaking skills, including the Student Team Achievement Division (STAD) learning method. The Student Team Achievement Division, or STAD, is one of the cooperative learning methods. According to Slavin (2006), as quoted by Sahalia F et al. (2018), STAD is a collaborative learning method that combines student abilities in groups involving team recognition and individual learning; groups come from race, gender, level of achievement, knowledge, and different talents. According to Mahmood et al.

(2010) and Papatungan D et al. (2021), STAD is a cooperative learning method that can be applied in all subjects at any level, including language. In this teaching method, students are required to cooperate with their group members. This willingness to cooperate is expressed in activities and activities that are reflected in the skills of working together. Therefore, students need to be encouraged to be able and willing to communicate with their group friends.

So, the goal of this research is to analyze the Implementation of the Student Team Achievement Division (STAD) to develop student skills in explaining orally natural phenomena and to analyze students' opinions about the Implementation of the Student Team Achievement Division (STAD) to develop student skill in explaining orally natural phenomena.

II. METHOD

This study uses a qualitative method. The approach used is classroom action research. The researcher uses a qualitative approach because a qualitative approach can clearly describe events that occur in learning English to get answers to research questions. Researchers used observation, field notes, and interviews to collect data. This data analysis is intended as a reference for researchers in the stages of analyzing data so that researchers can obtain the required research information.

Researchers make observations to obtain information by observing every process during field observations or research locations (Fraenkel, Wallen, and Hyun, 2012). Field notes are notes taken by researchers from the field or place of research. In field education, this could be a class or a school. Researchers observe what happens; researchers record what they see, hear, experience, and feel during the research (Fraenkel, Wallen, and Hyun, 2012). An interview is one method of collecting research data in which participants are given questions that must be answered directly or orally. Interview results are helpful for researchers to obtain more in-depth information (Fraenkel, Wallen, and Hyun, 2012). To validate the research instrument using triangulation. Triangulation is a way that researchers use to validate data. According to Fraenkel, Wallen, and Hyun (2012), triangulation is used in qualitative research designs to validate observation results by comparing information from various sources. The importance of triangulation is to improve the quality of the data collected.

The data analysis method and data analysis steps used in this study are observation; the steps the researcher took to analyze the observed data were: Collecting data from the results of the student learning process in class. The researcher then filled out the observation checklist. Researchers reduce or summarize the data obtained and turn it into a descriptive form that is easy to understand. Researchers make conclusions from the results of observations made.

Field notes the steps taken by researchers to analyze field note data are: Researchers collect data from field notes. The researcher collected all field notes made during the observation process. Researchers reduce or summarize the data that has been obtained alternately. The researcher concludes the results of the field notes carried out. Interview the steps the researcher takes to analyze the interview data are as follows: The researcher collects data from the interview results.

Researchers reduce or summarize the data obtained and turn it into a descriptive form. Researchers make conclusions from the results of interviews. This research was conducted at Mekar Arum High School. The participants in this study are students of class XI IPS-2, totalling around 31 students. Mekar Arum High School is located on Jl. Raya Cinunuk No. 82, Cibiru Wetan, Kec. Cileunyi, Bandung Regency, West Java.

III. RESULT AND DISCUSSION

A. Result

1. Cycle I

Researchers prepare material topics, standards, competencies, and learning objectives at the planning stage. In addition, researchers also prepare lesson plans, observation checklists, and field notes. In this stage, the researcher acts as a teaching teacher and is accompanied by a collaborator who observes the teacher, makes field notes, and fills out an observation checklist during the learning activity process. The activity begins with opening the lesson with greetings, prayers, and checking student attendance. Followed by asking about the last material and asking them to review it. Some students express opinions regarding the material they learned last week. In this stage, all goes well, and students give positive responses.

Furthermore, the researcher conveys the goals to achieve at the lesson's end. Researchers also motivate to arouse students' enthusiasm for learning. The motivation used in this stage is extrinsic in the form of prizes or awards for students or groups who get the highest scores among other groups. After that, the researcher explains the material. However, before explaining the material, researchers first associate the material with everyday events that students can encounter. The material used in this research is an explanatory text about natural phenomena. Researchers asked students to provide examples related to these natural phenomena. After the association activities are carried out, the teacher explains the material related to the explanatory text in more detail.

After that, researchers formed a student study group with 4-5 members. The group had a heterogeneous nature, a mixture of several categories such as race, gender, achievement level, knowledge, and talent. The group's division went smoothly because the students agreed with the division of group members. Next, the researcher guides the group, in turn, to ensure that each group can work together and collaborate well to complete the tasks assigned to the group. The task given to each group was to make an explanatory text about natural phenomena and present the results in front of the class orally.

Furthermore, the researcher provides an evaluation of each team. The evaluation carried out is by presentation techniques. In stage cycle one, some students need more confidence in delivering their presentations. This can be seen from how students speak, the body language used, and still making mistakes in particular words, as in pronunciation, vocabulary, and fluency.

After that, continue with quiz activities that all students must follow. In this quiz stage, they do quizzes individually, and the scores from the quiz will be accumulated with the group scores they get. The group with the highest score will get a prize from the researcher. At the observation stage, researchers and collaborators observe the results of the research has been done. Researchers and observers analyze students' weaknesses and strengths during

learning activities. There are things that researchers and collaborators found during the research, including some students who gave positive responses, such as answering questions that researchers asked about the material. Some students quickly asked researchers if they needed help understanding anything related to the material or the task. Students who act as group leaders are also quite good at distributing tasks to all group members. However, observations also needed to be improved in this one cycle. Namely, some students still need clarification about what they should do. From each group, some students are less active in collaborating and more passive when compared to other group members. Students who are still passive in their group when the presentation activity takes place, these students do the same things, such as a lack of confidence in speaking and body language that does not support performance. There are errors in pronunciation, vocabulary, and fluency.

Learning activities went quite well based on observations and field notes about learning in cycle I. All students followed the direction of the division of teacher groups in an orderly manner. The division of this group is heterogeneous based on a mixture of achievements, ethnicity, and gender. However, some students must participate more in discussions, presentations, and quizzes during group learning activities. However, some students still need clarification in discussion activities, such as having difficulty expressing opinions and being busy. At the time of the presentation, the student still needs more confidence in front of the class, less confidence in speaking, and body language that does not support performance. In the test or quiz activities in the first cycle, some students still need clarification. This can be seen from the grades of each student. The findings in cycle research will be reflected at the meeting of cycle II.

2. Cycle II

In cycle II, researchers prepare all tools needed in learning and research, such as observation checklists for collaborators, lesson plans, and quiz tools. In cycle II, researchers also conduct interviews with the students involved. As in the previous cycle, the researcher acts as a teacher.

Researchers begin the study with greetings and ask students to pray first. They are followed by asking about the news and starting to check the attendance and readiness of the students. After that, researchers asked students to join groups already formed at previous meetings. In this stage, all goes well. Students move quickly because they have memorized with their group members and quickly choose a place to gather. The researcher continued explaining the learning objectives again and providing motivation as in the previous meeting. From the results of the interviews that have been conducted, students also give opinions that teachers in conveying learning objectives and providing learning motivation are prominent and enthusiastic. Students also like these activities, and the motivation in the form of appreciation or gifts, makes students feel challenged and more enthusiastic about learning activities. Students also argue that teachers divide study groups well because working in groups makes tasks feel lighter because they are done together. They also feel fair with the division of the group.

Furthermore, the researcher explained the material in more detail at this meeting. In this phase, researchers asked more students to provoke their courage in expressing opinions and to double-check students' understanding of previous meetings. From observations and field notes, most students dare to speak and give positive feedback at this stage. Not infrequently, some students ask to reconfirm related to the material discussed. From the results of the interviews that have been conducted, students also give opinions that the teacher explains the learning material is fun, thus causing students to feel comfortable in following the delivery of the material. After that, the researcher again gave the task to the whole group to make and present an explanatory text. With notes during the presentation, all group members must perform their best to collect many scores. The researcher also gave directions to all students to appear more enjoyable and confident because they had already done this at meetings in cycle I.

Furthermore, the researcher again guides the group, in turn, to ensure that each group can work well together to

complete the tasks assigned to the group. From the results of interviews conducted with students, they think that group assignments are completed faster, and this task will be presented by all group members, so all students must participate in the task. Based on observations and field notes, the discussion activity went smoothly and warmly, although some students still needed to be more active but not passive.

Then all groups again presented their work. The group appears randomly, and the ready group can immediately present the results of their work. Similar to the first cycle, as long as students make oral presentations. The presentation activities went smoothly and in an orderly manner. All groups were able to present their work well. All members contribute to presentation activities. In this step, students think that researchers, when asking each group to present their work, are good because presentation activities in front of the class can train students' public speaking and confidence. After the presentation, the activity continues with a quiz session that all students must follow. The quiz is carried out individually, and the scores will be accumulated to add value to the group.

The last step in this phase is giving awards or appreciation to the group with the highest score. Students think that when the teacher gives quizzes or tests to all students, the test activities are fun and perfect for doing. From this test activity, it can be seen to what extent students understand the material given. In giving awards to groups or individuals with the highest scores, students think giving gifts is good. They agree that quizzes are given awards because it makes them enthusiastic, spirit, and have better motivation about taking the quiz or test. Furthermore, the teacher asks students to conclude the material that has been studied. Students think this activity is good because students can understand and know all the material's content from learning and strongly agree if this is done.

B. Discussion

From the research findings, this method is very suitable for forming cooperation, independence, student confidence, and public

speaking training. This is in line with the results of interviews conducted with students. They argue that presentation activities in front of the class are suitable because they can train public speaking and confidence. This aligns with research conducted by Wardhani et al. (2021). In this study, it is said that in practising speaking skills, students need a presentation method as a means of practice. In addition, presentation activities are also used to help them increase their confidence to speak in front of the camera. Also, these presentation activities can improve their English language skills.

According to research conducted by Wardhani, N.P. (2021), This presentation activity also positively impacts students, such as students can practice public speaking. Also, students are increasingly motivated to learn English. The impact students feel when presenting in front of the class is that students can learn public speaking, be more confident, better understand the material, and take a stand when becoming a presenter.

Then based on the results of research conducted by Laili (2015), as quoted by Prayoga, F., Sutarsyah, C., & Yufrizal, H. (2020), stated that presentations used as teaching methods have proven effective in improving students' speaking skills in public. According to research conducted by Nadia (2013), as quoted by Putri, A. F. D., Sudarsono, S., & Husin, S. (2019), stated that oral presentation is a beneficial method in learning leftover English, and this can be used to improve speaking skills. A study by Suryana, D. & Nurhayani, N. (2022) reported that children's speaking ability increased from the initial condition, Cycle 1 and Cycle 2. From this, presentation techniques can improve speaking skills in early childhood. Aspects that develop a child's speaking skills include pronunciation, grammar, vocabulary, fluency, content, and comprehension. The grammar aspect of the child looks immature. This is because presentation techniques force students to speak spontaneously, regardless of their grammar. In another study conducted by Rosyadi, R. K. et al. (2021), the study concluded that oral presentation was successfully applied to develop students' speaking skills. This speaking activity can build students' English skills and help students build confidence when speaking in public. Then Syakur A., et al. (2022), in their research,

stated that the average speaking ability in cycle two increased, and students' scores reached passing scores.

This study also found that students in evaluation activities were more enthusiastic when they knew there would be awards to students or groups who got the highest grades or scores compared to other groups. Students argue that they agree if a quiz is given an award because it makes them enthusiastic, excited, and have better motivation to take the quiz or exam. This means that extrinsic motivation influences student learning motivation, and teachers play an important role in motivating their students.

This finding aligns with research conducted by Prayoga, F., Sutarsyah, C., & Yufriзал, H. (2020), stating that positive stimuli from outside students can motivate students to achieve their goals. If students feel unmotivated to learn, they can remember the positive stimulus they get from outside themselves. In addition, the results of research conducted by Lutfiwati, S. (2020), also stated that motivation could be divided into two types: intrinsic motivation, which comes from within, and extrinsic motivation, which comes from outside, such as appreciation and support from others. Learning motivation is both equally important and, of course, can encourage students to do and learn something. Thus, students will have the spirit to achieve goals and optimal learning outcomes.

Another study by Darmayanti, I., Arcanita, R., & Siswanto, S. (2020) stated that using reward and punishment methods on student learning motivation proved that students were enthusiastic about participating in learning activities, discussing and also expressing their opinions in front of the class. They were also enthusiastic about doing quizzes or exercises given by the teacher. Another study that aligns with the researchers' findings is research conducted by Mannan, A. (2020), which states that giving rewards and punishments to students is equally effective and very appropriate for use in education. Because this can make students feel happy and motivated to improve their learning, students become obedient to the teacher and do not repeat the same mistakes. Also, students try to be better in learning and behaviour.

The following research was conducted by Ahmad, A. et al. (2021). In this research, the application of rewards and punishments carried out in the MTs Nurul Yaqin Kelanjur class in Central Lombok turned out to have a positive influence on student learning motivation. Furthermore, research conducted by Oktapiani, M., & Choli, I. (2019), this study concluded that giving gifts can increase student learning motivation because giving these gifts will create a pleasant learning atmosphere. Another study by Duha, M. M. (2022) stated that learning methods using rewards and punishments could improve student learning outcomes. Because during learning activities, students are required to be active and able to answer questions given by the teacher so that students can understand the material taught to them, in line with research conducted by Suryana, Y. F., Larasati, A. H., & Arista, A. D. (2022), the study's results stated that giving rewards has an effect or influence on learning interest, especially English lessons. The influence is that students must study harder and compete with other friends.

This study also found that in the division of study groups formed from a combination of several categories such as ethnicity, intelligence level, gender, and talent, it ran smoothly, was well received by all students, and had a good influence on students. Students also think that the existence of a study group can make it easier for them to do the tasks given because they are done together, and they also feel fair with the group's division. Students can work together, collaborate with other group members, and complement each other.

Based on research conducted by Asmedy, A. (2021), the study states that there is a significant influence on student learning outcomes using the STAD-type cooperative learning model compared to conventional methods. Based on the results of the t-test, a t-count of 17.339 and a t-table of 1.670 were obtained, with a significant number of 0.05. This shows that learning with the STAD type influences learning outcomes. Another study conducted by Rizzaludin, R. (2022), the results of this study stated that there is an influence of the STAD cooperative learning method on increasing student achievement. This is shown by the value of the r-calculate being more

significant than the t-table, with the level of influence being powerful.

Then another study conducted by Rokhanah, N., Widowati, A., & Sutanto, E. H. (2021), the Peneran STAD type learning model can increase student learning activity. This is based on the percentage of student activeness scores in each cycle. In cycle one, it reached 69.5%. In cycle two, it was 82.4%. Based on the results of research conducted by Suparmini, M. (2021), there is an increase in student activities and learning outcomes from the initial observation stage, cycle one, and cycle two after implementing the STAD-type cooperative learning model. The application of this learning model is one of the systematic learning strategies. The groups work together to achieve the same goal. Then there is a study conducted by Suratmin, S. (2020). Based on the study result, STAD-type cooperative learning can increase student achievement in English lessons. This could be seen from the results of the average score of student learning achievement in English before the action of 69.90%. In cycle one, it increased to 74.18%; in the second cycle, it increased again to 80.12%. Then, the percentage of student learning completeness increased at the time before the action only by 56.25%, cycle one by 75%, and cycle two by 87.5%.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research that has been done, researchers can conclude two conclusions used to answer the research question. The implementation of the Student Team Achievement Division (STAD) to develop students' skills in explaining orally natural phenomena can be used as one of the methods of learning speaking skills. This can be proven by findings that show the development of students' speaking activities. Students are more active in asking and answering questions, all group members can contribute to preparing material, and in presentation activities, quiz activities also run smoothly. Students like group work activities with heterogeneous members because they can complement each other.

Based on research on students' opinions about the application of STAD to develop students' speaking skills in explaining orally natural phenomena, it can be concluded that students like this learning method. This can be

seen from the answers given by students during interviews. Students give positive answers. Most of the students gave good answers, and they said that the presentation activities in this learning method gave them public speaking training and trained their confidence in public speaking, as well as providing motivation in the form of rewards to the group that got the highest scores made them more challenged and enthusiastic in learning activities.

B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input and suggestions as follows:

1. One of the purposes of this study was to analyze students' perceptions of the implementation of STAD in their speaking activities. Future research is suggested to examine more deeply how a student can develop his speaking skills using this STAD method.
2. Teachers are advised to continue to be able to motivate students and to continue to be able to find suitable and fun learning methods.

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