



---

## ENHANCING HETEROGENEOUS STUDENTS' MOTIVATION IN SPEAKING ENGLISH THROUGH STAD METHOD

by

**Izza Amalia Rahman\***

**Pre-Service Teacher Professional Program, Faculty of Teacher Training and Education,  
University of Muhammadiyah Malang**

[ppg.izzaamaliarahman64@program.belajar.id](mailto:ppg.izzaamaliarahman64@program.belajar.id)

**Laela Hikmah Nurbatra**

**Pre-Service Teacher Professional Program, Faculty of Teacher Training and Education,  
University of Muhammadiyah Malang**

[nurbatra@gmail.com](mailto:nurbatra@gmail.com)

\*corresponding author

(Article History: Received: 2023-06-28.Revised1: 2023-08-14.Revised2: 2023-09-15.Accepted: 2023-09-17  
Published: 2023-10-31)

### Abstract:

*This classroom action research aims to enhance heterogeneous students' motivation to speak English. Heterogeneity in motivation is the difference between cognitive abilities and beliefs, cognitive abilities, and risk preferences, as well as a person's interest in something. A problem found was that one of the best classrooms' students needed more motivation to speak English. It influenced their English lesson score, with the average being 76.6. Therefore, this CAR created a solution to solve this problem by using a method named STAD. The subjects of the research were 34 students of X-D SMAN 3 Malang. In collecting data, the researchers used questionnaires, observation, and tests. Cycle 1 resulted in no significant development of students' motivation. Their average score was 80.77. By reflecting on the implementation of STAD in cycle 2, students' motivation increased significantly, affecting their score (average: 82.94). This score development happened because students' motivation also increased. Students know how to manage their group collaboration well and better than before to achieve the group's goals, especially regarding students' cognitive abilities and beliefs. Students believed that with better collaboration, they could develop their cognitive ability by achieving good scores and problem-solving understanding in speaking English.*

**Keywords:** *Heterogeneous Students, Motivation, STAD, Speaking English*

### Abstrak:

*Penelitian Tindakan Kelas ini memiliki tujuan untuk meningkatkan motivasi belajar siswa heterogen dalam berbicara Bahasa Inggris. Heterogenitas dalam motivasi adalah perbedaan antara kemampuan kognitif dan keyakinan, kemampuan kognitif dan preferensi risiko, serta minat seseorang terhadap sesuatu. Sebuah permasalahan ditemukan bahwa siswa-siswa di salah satu kelas terbaik memiliki motivasi berbicara Bahasa Inggris yang rendah. Ini memengaruhi nilai mata pelajaran Bahasa Inggris mereka dengan rata-rata 76.6. Karena itu, PTK ini menciptakan sebuah solusi untuk menyelesaikan permasalahan dengan menggunakan sebuah*

---

### How to cite this article

Rahman, I. A., & Nurbatra, L. H. (2023). enhancing heterogeneous students' motivation in speaking english through STAD method. *Premise:Journal of English Education and Applied Linguistics*, 12(3), 876–893. <https://doi.org/10.24127/pj.v12i3.8215>

*Rahman & Nurbatra (2023)*

*metode yang dinamakan STAD. Subjek penelitian ini adalah 34 siswa kelas X-D SMAN 3 Malang. Dalam pengumpulan data, peneliti menggunakan kuesioner, observasi, serta tes. Siklus 1 menghasilkan tidak adanya peningkatan yang signifikan terhadap motivasi dan nilai siswa dengan rata-rata nilai 80.77. Dengan merefleksikan pengimplementasian STAD, pada siklus 2 motivasi siswa meningkat secara signifikan yang akhirnya mempengaruhi nilai mereka dengan rata-rata 82.94. Peningkatan skor ini terjadi karena motivasi siswa juga meningkat. Siswa sudah mengetahui bagaimana mengelola kerjasama kelompoknya dengan lebih baik dari sebelumnya untuk mencapai tujuan kelompok khususnya pada kemampuan dan kepercayaan siswa. Siswa percaya bahwa dengan kolaborasi yang lebih baik, mereka dapat meningkatkan kemampuan kognitif dalam aspek mencapai nilai yang baik dan meningkatkan pemahaman dalam berbicara Bahasa Inggris.*

**Kata Kunci:** *Siswa Heterogen, Motivasi, STAD, Berbicara Bahasa Inggris*

## INTRODUCTION

Language is a basic tool for communication among people. In this global era, English has proliferated for international communication. Furthermore, English as a foreign language in Indonesia is a compulsory subject for students, especially in senior high school. English is a tool for both spoken and written communication. Four skills in the English language need to be developed: listening, reading, writing, and speaking (Swabudanta, 2019). Of the four skills mentioned before, speaking is considered the most important to be learned in terms of increasing good communication among students and for their future. Lately, speaking has become more popular because it is one of the forms of communicative learning that allows students to build better communication skills (Tampubolon, 2018).

Even though English is an essential subject nowadays, students think it could be more challenging and exciting. So, many students complain about learning difficulties in participating in the learning process (Suratmin, 2020). Students are reluctant to speak, primarily in English, because they fear making mistakes. Moreover, vocabulary mastery and students' confidence still need to be improved (Zhang et al., 2022). In this case, students still have low motivation to learn English, significantly increasing their speaking ability.

Motivation is crucial in leading students' achievement. Moreover, motivation is an effective way to consider whether students' learning is a success or a failure (Menggo, 2018). Besides, there are also obstacles to enhancing students' motivation and achievement because of the different types of students. In class, the student's conditions must be heterogeneous. It becomes challenging for the researcher as a teacher to construct learning activities that attract and motivate the students. Those activities are expected to treat the heterogeneous students equally so the learning objectives can be adequately achieved.

*Rahman & Nurbatra (2023)*

The problem of lack of motivation in speaking English that influences students' scores is found in the activity of English learning class X D, one of the best classes in the tenth grade in SMAN 3 Malang. In simple terms, best classes are classes that continuously improve the quality of intelligence and creativity of students while at the same time using the resources they have to encourage students' achievements optimally. This means that academic achievement and psychological, ethical, moral, religious, emotional, spiritual, and creative potential and intelligence are highlighted. The best class consists of students with high learning motivation. Each of them has excellent hopes of achieving learning goals with satisfactory results.

A preliminary study was conducted to find out what was going on. In addition, several questionnaires were delivered to students to know their motivation to learn and speak English and in that heterogeneous classroom that consisted of students with different characteristics and abilities, the teacher, as a researcher, determined that several groups of students needed help following the class, especially in speaking activities such as presentation and communication. The questionnaire results also show that some students need more motivation to speak English. Based on the results of the questionnaire and observations during the preliminary study activities, students with low motivation to learn English tend to be shy and silent and constantly distract themselves when asked to speak. Moreover, they showed a lack of interest, affecting the smoothness of their learning to speak English. Thus, their speaking ability could have been higher.

As the teacher, the researcher wants all the students to achieve the learning objectives as well as possible. It is a crucial task for the teacher as English can be mastered when students have high motivation. Brown (2007) argued that the extent to which students are intrinsically or extrinsically driven to succeed in English task success is the most critical aspect of the whole motivation construct. As the result of observation from the preliminary study, there are several reasons why students have low motivation in speaking English as follows: 1) feeling afraid to make mistakes; 2) foreign language is tricky, confusing, and complicated; and also 3) the class' atmosphere (Putri, 2016). In this case, the teacher, as a researcher, needs to find things that can increase students' motivation to learn English, especially speaking. The teacher tries to solve those problems by applying appropriate methods or strategies. Moreover, the teacher will construct learning activities to help the heterogeneous students develop their speaking abilities.

*Rahman & Nurbatra (2023)*

An activity that has been considered adequate in encouraging heterogeneous students with different abilities is cooperative learning. Cooperative learning (CL) is when two or more people learn together (Tampubolon, 2018). In addition, teachers usually use cooperative learning to foster academic enhancement among students. It is also beneficial in a diverse classroom environment where the students come from different characteristics, religions, cultures, races, family backgrounds, etc. This necessitates selecting teaching and learning strategies that will help educate a range of students. More specifically, there has been a demand for integrating other skills into academic activities, particularly social skills, to prepare students for academic success outside the classroom (Glomo-Narzoles, 2015).

Specifically, a type of cooperative learning that can be applied to enhance students' motivation in speaking English is the Student Teams Achievement Division (STAD) model. Slavin (1982) proposed that STAD is the simplest type of cooperative learning where the teacher divides students into several groups. Students are grouped into groups consisting of 4 to 5 students. Each group must be heterogeneous, consisting of males and females coming from various tribes and having high, medium, and low abilities (Made Sukarta, 2020). Using STAD, groups of students with different learning abilities are formed. The groups would cooperate and share their ideas after the teacher briefly introduced the class to accomplish a common objective. The teacher then assesses each group's performance and praises and honors the top. Five STAD's fundamental components include group projects, quizzes, individual performance evaluations, and team appreciation (Slavin, 1978; Zhang et al., 2022). Slavin (2008) mentioned the STAD method's phases of cooperative learning.

***Table 1. STAD Phases according to (Slavin, 2008)***

No	Step	Activity
1	Explaining the learning objectives and motivating the students	Convey all the objectives of the lesson to be achieved in the lesson and motivate students Study
2	Presenting information	Convey information to students using demonstrations or readings
3	Organizing students into groups	Explain to students how to form study groups and help each group transition efficiently.
4	Guiding groups for work and learn	Guide study groups as they work on their assignments
5	Evaluating	They evaluate learning outcomes about the material studied or each group presenting their work.
6	Giving reward	Seek ways to reward both individual and group learning

	efforts and outcomes.
--	-----------------------

Research conducted by Made Sukarta (2020) found that by using STAD for English lessons, the tenth-grade students' results increased from the average score of 59.50 to 68.00 (cycle I) and 76.50 (cycle II). Another research done by Suratmin (2020) showed that the percentage of students' achievement in English lessons increased from 56.25% to 75% in Cycle I and 87.5% in Cycle II. It proves that by using the STAD method, teachers can develop students' English mastery. Moreover, Glomo-Narzole's (2015) research showed that students treated using STAD had enriched academic performance in English communication skills. Meanwhile, Zhang et al. (2022) found in their research that students taught by STAD had higher motivation in learning English communicative competence than those not taught by this method.

Based on the description above, the research objective is Classroom Action Research; the researcher wants to improve students' motivation to speak English through the STAD method. The research problem formulation is **"How can motivation in speaking English of heterogeneous students be improved through the STAD Method?"**

### METHOD

#### Design

This research used Classroom Action Research (CAR). There are procedures in CAR such as plan, action, observation, and reflection (Figure 1). Before conducting the planning procedure, a preliminary study has to be done to identify the problem in the classroom and select the appropriate solution (Latief, 2011).

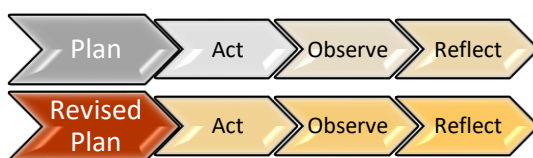
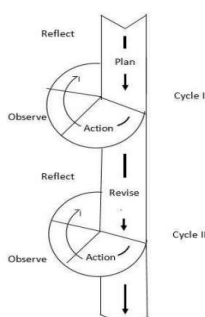


Figure 1. The Process of CAR



**Figure 2.** The Procedure of CAR***Participant***

This research was conducted in SMAN 3 Malang. The participants were 34 students of class X-D in the academic year of 2022/2023. This class was studied because, in the preliminary research, the researcher discovered that this class was considered one of the best classes of the tenth grade. However, the average score, especially in English lessons, was lower compared with the other classes.

***Data and source of data***

The data of this research were quantitative and qualitative. The quantitative data referred to the questionnaire result regarding motivation to learn and speak English. The questions included in the questionnaire were adopted from AMTB by Garder and modified by the researcher. These questionnaires were assessed using Likert scale ratings such as strongly Agree, Agree, Less Agree, Disagree, and Strongly Disagree. Furthermore, the quantitative data were also shown in students' speaking scores taken from their test for presenting announcement text.

Meanwhile, the qualitative data were taken from the result of observation. Observation was conducted during the teaching and learning process in the classroom. The researcher took field notes based on the observation rubric and analyzed them by using descriptive techniques.

***Table 2. Observation Rubric***

No	Observed Aspects
1	Students pay attention to the teacher's explanation
2	Students show interest in learning
3	Students ask the teacher when they do not understand the material
4	Students express their ideas when they are given chances
5	Students follow the teaching and learning process
6	Students and teachers have good communication

*Rahman & Nurbatra (2023)*

	during the class.
7	Students study hard toward the material given by the teacher
8	Students do the assignments given by the teacher
9	Students answer the task and test well.

**Data collecting technique**

This research employed three instruments in collecting data: questionnaire, observation, and test. The speaking tests were assessed using the David P. Harris Oral English Rating Scale (1969). Meanwhile, the questionnaire was created to know students' motivation in learning and speaking English. The observation was conducted to understand students' behavior in the learning process. Then, the test was distributed to know students' development in achieving the learning objective.

Those three instruments were carried out during the data collection process, where the questionnaire was given at the end of the preliminary study activities before the implementation of cycle 1. There are 15 statements in the questionnaire related to student motivation. Then, observations are carried out from the preliminary study activities, cycle 1 to cycle 2, in learning activities. Meanwhile, the test is given at the beginning of cycle 1 (pre-test), at the end of cycle 1 (post-test 1), and the end of cycle 2 (post-test 2). Speaking assessment has five aspects: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension (Harris, 1969).

**Procedures**

## 1. Plan

This planning is used to develop an action plan to be carried out in learning English. Plans are arranged flexibly in order to develop various possibilities that arise in classes that cannot be foreseen in advance. The activities at this stage are: 1) Prepare materials designed for cooperative learning. 2) Organizing students in groups. Forming groups of 4-5 people with heterogeneous academic abilities 3) Develop Lesson Plans and Student Activity Sheets (*Lembar et al./LKPD*) according to the STAD-type cooperative approach. 4) Develop assessment instruments in the form of achievement tests and student questionnaires.

## 2. Action

*Rahman & Nurbatra (2023)*

At this stage, the teacher as researcher practiced the plan prepared in class. The learning process started with pre-teaching while teaching and post-teaching. The learning activity involves groups and collaborative activities.

**Pre-teaching**

Several activities have been done, such as 1) greeting, 2) checking students' attendance, 3) explaining the learning objectives, 4) apperception, and 5) explaining the outline of material and activities and why it is essential to be learned.

**While-teaching**

This is the activity of development and guided learning that consisted of activities as follows: 1) grouping students with different abilities, 2) asking students to answer questions on LKPD with their group, 3) asking students to work together in understanding the material and questions (Students need to help each other. Students with good ability should help their friends), 4) visiting the groups' activities to monitor their work, 5) presenting the result.

**Post-teaching**

In this section, the teacher and students conclude the lesson done in this meeting, making a reflection on learning and conducting the evaluation.

3. Observe

At the observation stage, the researcher observes student activities during learning to get an overview of the strengths and weaknesses that occur in the learning process, which will be used to improve the following learning process. Based on the observations, the teacher conducts a general evaluation to determine how successful the actions taken in that cycle are. This process aims to determine the increase in student learning outcomes and obtain an overview of the advantages and disadvantages of implementing learning.

4. Reflect

The results obtained at this stage were collected and then analyzed using quantitative descriptive analysis techniques. These results can be used as a basis for evaluating the activities that have been carried out and whether the activities that have been carried out can increase motivation and student learning outcomes; knowing the shortcomings and weaknesses in this action can be used as a reference for improvement in the next planning.

***Data analysis technique***

*Rahman & Nurbatra (2023)*

The data of this research were analyzed by reflecting the result in every cycle. This Classroom action Research is considered successful when the success criteria are achieved. The success criteria are: a) the students with low motivation get better scores, and b) students can increase their motivation in learning and speaking English.

In analyzing the first criterion that the form is quantitative data, the researcher used SPSS to analyze the students' test results and Microsoft Excel to analyze the questionnaire.

$$\text{Percentage Score \%} = \frac{\text{Total Score of Respondent}}{\text{Total Score of Ideal Answer}} \times 100\%$$

Furthermore, the other criteria, qualitative data, would be analyzed with a reduction, data display, and conclusion drawing. At the same time, the citing system employs “Online automatic system by using Mendeley Reference Manager(Turmudi, 2020, p. 59).”

**RESULT AND DISCUSSION**

**Result**

This Classroom Action Research started with a problem about the need for students' motivation to learn and speak English even though the class is considered one of the best classes in the tenth grade. The result of preliminary research about the students' average speaking skill score before being taught by STAD was 76.6. Cycle 1 was conducted with two meetings. All the students attended the English class. The learning process will be explicitly described in the following description.

After being given the STAD method, students probably increase their motivation to speak English. Below is the result of students' answers about their motivation in cycle I.

Description of the answer choices:

SA = Strongly Agree

A = Agree

LA = Less Agree

D = Disagree

SD = Strongly Disagree

**Table 3.** Questionnaire related to Students' Motivation in Speaking English

No	Statement	SA	A	LA	D	SD
1	I like learning English.	32.3%	51.6%	16.1%	0%	0%

*Rahman & Nurbatra (2023)*

2	I like speaking English.	29.0%	51.6%	16.1%	3.2%	0%
3	I feel easy in following speaking lessons.	19.4%	58.1%	22.6%	0%	0%
4	I have good vocabulary, grammar, and pronunciation skills and can follow speaking lessons well.	16.1%	54.8%	29.0%	0%	0%
5	I constantly improve my speaking ability.	51.6%	38.7%	9.7%	0%	0%
6	I am highly motivated when taking speaking lessons.	43.3%	33.3%	16.7%	6.7%	0%
7	I understand the material presented by the teacher.	32.3%	61.3%	6.5%	0%	0%
8	I am always ready to receive the lessons.	35.5%	48.4%	12.9%	3.25	0%
9	I always practice my speaking skills by reading aloud a text at school or home.	35.5%	32.3%	19.4%	12.9%	0%
10	I feel confident with my speaking ability.	16.1%	22.6%	51.6%	9.7%	0%
11	I always answered questions from the teacher correctly and fluently in English.	16.1%	29.0%	41.9%	12.9%	0%
12	Strategy and method have a significant influence on my speaking ability.	38.7%	54.8%	6.5%	0%	0%
13	I always do assignments from the teacher to increase my ability.	32.3%	54.8%	12.9%	0%	0%
14	I like the collaborative method the teacher used.	29.0%	67.7%	3.2%	0%	0%
15	I am satisfied with the learning activity used to learn to speak.	25.8%	67.7%	6.5%	0%	0%

In cycle 1, there was no significant score increase, with the average score of speaking being 80.77. It was considered low compared with the other best classes. Based on the observation result, the ability of the students to manage a group still needed to be improved when it came to group activities. While most students were good at working collaboratively, they still did not need help managing groups well. They still met in groups only to discuss problems without considering how to manage them, which caused the discussions to veer off the course. Not all of the students in this cycle had good motivation to learn. Some of them were still unmotivated. This is because of their personalities, which are lazier than their friends.

**The Reflection Result in Cycle I**

Based on the process of cycle 1, it was expected to make a better action and result in the next cycle. The following discussion is the result of the teacher's reflection on the teaching-learning process in cycle 1:

*Rahman & Nurbatra (2023)*

- The first criterion in which students with low motivation could increase their score has yet to be achieved maximally.
- The second criterion that all heterogeneous students in the class were expected to increase their motivation in learning has also yet to be achieved. There were several problems, such as students' characteristics and the influence of their friends.

After reflecting on Cycle 1, teachers and researchers revised, developed, and improved the plans to be implemented in Cycle 2. There were several things to be changed:

- The teachers had to personally give more motivation and encouragement to students whose motivation was still low. Based on the observation result, when students were motivated and got personal treatment and encouragement, they got more spirit in learning.
- In applying STAD, teachers must explain how to do collaborative learning well. It made students with heterogeneous abilities able to cooperate appropriately cooperation.
- With student-centered and differentiated learning, teachers allowed students to express themselves as they wanted.

The result of cycle 2 showed that after being taught by STAD with some revisions from cycle 1, students' motivation increased significantly, with their score or when presenting some projects. Students with low motivation before looked more confident while speaking English, although some aspects still needed to be solved, such as pronunciation and vocabulary mastery. The following table is the score comparison between cycles 1 and 2.

**Table 4.** Students Score in Cycles 1 and 2

No	Name (pseudo)	Score in Cycle 1	Score in Cycle 2
1	ABM	82	88
2	ANW	82	84
3	ADP	81	86
4	AGM	82	87
5	BRN	82	88
6	BWH	86	90
7	FD	86	90
8	FAT	86	89
9	GBPP	84	87
10	GEAA	82	89
11	JNU	84	88

*Rahman & Nurbatra (2023)*

12	JFDI	82	88
13	MDT	85	90
14	MP	79	85
15	MFP	84	90
16	MRAK	79	85
17	NZM	83	89
18	NAER	82	87
19	NFS	82	87
20	NARG	82	88
21	NAB	87	89
22	PYP	78	85
23	PANS	84	89
24	RNP	84	89
25	RAAN	86	89
26	RMNA	82	90
27	SNC	87	89
28	SRD	86	88
29	SAAF	84	90
30	SIQA	85	89
31	TNSP	88	89
32	WFDD	79	85
33	YTA	80	90
34	ZMA	82	99
	AVERAGE	80.77	82.94

As we can see in the previous table, there is an increment in the score in cycle one and cycle 2. It happened because students' motivation also increased. Students know how to manage their group collaboration well. They know how to run a group's activities better than before to achieve their goals. The heterogeneous students started to cooperate in a balance. The two success criteria in this classroom action research have been achieved from this.

### ***Discussion***

Based on the results above, students' motivation to learn and speak English can develop by giving STAD in a proper way. Furthermore, students' scores can also increase because they are already motivated to learn and collaborate in class. In cycle 2, students reflect on needing to be more active. In the STAD-type cooperative learning model, students must study actively to find and explore their knowledge (Hm et al., 2019). The teachers do not transfer their knowledge but allow students to form their knowledge (Hasil et al., 2019). The teachers only act as facilitators of learning. Teachers providing opportunities for students to learn independently will foster students' enthusiasm to learn (Made Sukarta, 2020).

*Rahman & Nurbatra (2023)*

The successful implementation of STAD must be connected to the parties involved in it. The social constructivist theory, which emphasizes the importance of significant persons in learning, certainly in learning EFL, confirms this. The combined effort of the teacher, the student, and classmates is the best example of this (Glomo-Narzoles, 2015). It can be proven that using STAD as one of the modern methods for teaching EFL is more efficient than using more conventional methods (Balfakih, 2003; Glomo-Narzoles, 2015).

Students are expected to increase their motivation after being given STAD in learning and speaking English. In cycle 1, teachers need to give more motivation and encouragement. There are several motivational strategies stated by Dorney and Otto (in Thanasoulas, 2002; Ihsan, 2016) as follows:

1. Creating the Basic Motivational Condition
2. Generating Students' Motivation
3. Maintaining and Protecting Motivation
4. Encouraging Positive Self-Evaluation
5. Interpersonal (Dialog)
6. Extensive (Monolog)

After being motivated by the classroom environment, students can collaborate well in working assignments and other activities given by the teachers. The learning process must create interactions among the parties. Through social engagement, students pick up knowledge (Yuen & Hau, 2006). The primary goal of learning evaluation is the person's capacity for negotiation and control during the learning process and their capacity for control and discrimination of knowledge. Therefore, it is advised that teachers allow students to interact with one another (Zhang et al., 2022).

Implementing STAD is the best practice to increase students' motivation in learning and speaking English and even their scores. In order to better understand students' opinions toward using the STAD method in speaking training, Firnanda et al. (2019) looked into how well the STAD approach works to improve students' speaking abilities when teaching English. In comparison to conventional ways of teaching English as a foreign language, it was found that using the STAD technique increased students' speaking abilities (Firnanda et al., 2019; Zhang et al., 2022). Compared to the traditional method, STAD cooperative learning is more effective at fostering student achievement (Slavin, 1995; Zhang et al., 2022). Moreover,

the traditional teaching method is considered to create classroom boredom (Slavin, 1995; He, 2021; Moezzi et al., 2021).

## CONCLUSION AND SUGGESTION

### *Conclusion*

The following are the conclusion results of CAR to improve heterogeneous students' motivation in speaking English through the STAD method in the tenth-grade students of SMAN 3 Malang:

1. STAD has proven to be an effective method of increasing students' motivation to speak English.
2. STAD also makes heterogeneous students cooperate well with each other in collaborative activities.
3. STAD influences the increase of the student's scores.

### *Limitation*

There are several possible limitations in this classroom action research. Researchers need more time to carry out research. CAR's limitations mainly lie in its validity, which makes it impossible to generalize because the target is only the class of teachers who act as teachers and researchers. The problems in this research can be researched using other methods, such as case studies so that the problems can be researched in more depth and detail. Moreover, by presenting the limitations of the research, it is hoped that future researchers can develop it with more skill and sufficient time.

### *Implication*

This research has theoretical and practical implications. Theoretically, this research reviews a method for enhancing students' motivation to speak. This research proposes ideas that a method named STAD can be effective in increasing heterogeneous students' motivation to speak English. This research can be an option for other research references. Practically, this research contributes to English teachers who need a variety of methods or strategies in teaching. Teachers might do some research before practicing this method.

## ACKNOWLEDGEMENT

*Rahman & Nurbatra (2023)*

We acknowledge the support of the principal of SMAN 3 Malang, Mrs. Hj. Asri Widiapsari, M. Pd, who allowed this research at the school. Furthermore, thank you very much to our great advisor, Mrs. Endah Ariani, S. S., M. Pd, who has recommended her class for this classroom action research. We also gratefully thank the supportive lecturer and learning advisor, Mrs. Laela Hikmah Nurbatra, S. Pd., M. A., M. EdLead.

### **BIOPROFILE**

**Izza Amalia Rahman, M. Pd.**, got her Bachelor's degree in English Education at the State Islamic Institute (IAIN) Tulungagung, and for her Master's degree, she graduated from the University of Islam Malang. She is now studying at Pre-Service Teacher Professional Program, Faculty of Teacher Training and Education, University of Muhammadiyah Malang.

Corresponding email: [ppg.izzaamaliarahman64@program.belajar.id](mailto:ppg.izzaamaliarahman64@program.belajar.id)

**Laela Hikmah Nurbatra, S. Pd., M. A., M. EdLead.** is a Pre-Service Teacher Professional Program lecturer at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang.

Corresponding email: [nurbatra@gmail.com](mailto:nurbatra@gmail.com)

**REFERENCES**

- Balfakih, NMA. (2003). The effectiveness of student team achievement division (STAD) for teaching highschool chemistry in the United Arab Emirates. *International Journal of Science Education*, 5(5):605 – 624. <http://www.informaworld.com>
- Brown, D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education
- Firnanda, R., Gani, S. A., & Samad, I. A. (2019). The impact of the student team achievement department (STAD) in developing students' speaking skills. *Journal of English Education*, 10(1), 46-66. <https://jurnal.usk.ac.id/EEJ/article/view/13256/10126>
- Gardner. (2004). *The attitude/motivation test battery: international AMTB Research Project*. Canada: The University of Western Ontario.
- Gardner & Lambert. (1972). *Attitude and motivation in second language learning*. Newbury House.
- Glomo-Narzoles, D. T. (2015). Student team achievement division (STAD):Its effect on the academic performance of EFL learners. *In American Research Journal of English and Literature Original Article 1*(4). [www.arjonline.org](http://www.arjonline.org)
- Ihsan, M. D. (2016). Students' motivation in speaking English. *Journal of English Educators Society 1*, 31-48. <http://ojs.umsida.ac.id/index.php/jess>
- Israil, I. (2019). Implementasi model pembelajaran cooperative learning tipe STAD untuk meningkatkan motivasi belajar siswa dalam pembelajaran IPA di SMP Negeri 1 Kayangan [Implementation of the STAD type cooperative learning model to increase student motivation in science learning at SMP Negeri 1 Kayangan] *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 5(2), 117–123. <https://doi.org/10.33394/jk.v5i2.1807>
- Harris, David. P. (1969). *Testing English as a second language*. New York: McGraw Hill Book Company.
- He, L. (2021). Application of English situational teaching in classroom. *Advances in Vocational and Technical Education*, 3(2), 142-146. <http://dx.doi.org/10.23977/avte.2021.030227>
- HM, M. (2019). The application of STAD-cooperative learning model: Efforts to increase motivation and learning outcomes of students in Class 5 SD N 07 Ledok Salatiga in mathematics subject in folding symmetry and rotating symmetry topics. *Mudarrisa:*

- Jurnal Kajian Pendidikan Islam, 11(2).  
<https://doi.org/https://doi.org/10.18326/mdr.v11i2.114-135>
- Made Sukarta, I. (2020). Penerapan model pembelajaran kooperatif tipe STAD untuk meningkatkan hasil belajar bahasa Inggris. *Journal of Education Action Research*, 4(4), 522–528. <https://ejournal.undiksha.ac.id/index.php/JEAR/index>
- Menggo, S. (2018). English Learning Motivation and Speaking Ability. *JPAI (Journal of Psychology and Instruction)*, 2(2), 64–69. <https://doi.org/10.23887/jpai.v2i2.15979>
- Moezzi, M., Rezaei, Z., & Nezaminia, N. (2021). Perception of medical students toward their learning environment, field of study, and career prospects. *Future of Medical Education Journal*, 11(3), 24-29. [https://journals.mums.ac.ir/article\\_18611.html](https://journals.mums.ac.ir/article_18611.html)
- Putri, A. (2016). Low Motivation in Learning Speaking. *JOURNAL ANGLO-SAXON* 7(1). <https://doi.org/10.33373/anglo.v7i1.491>
- Slavin, R. E. (1978). Student teams and achievement divisions. *Journal of research and development in education*, 12(1), 39-49. <https://eric.ed.gov/?id=EJ199082>
- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice*. Englewood Cliffs, NJ: Prentice-Hall.
- Slavin, Robert E (2008). *Cooperative Learning Teori, Riset, dan Praktik*. Bandung: Nusa Media.
- Sutarmin. (2020). Penerapan model pembelajaran student teams achievement division (STAD) untuk meningkatkan prestasi belajar bahasa Inggris [Application of student teams achievement division (STAD) learning model to improve English learning achievement]. *Jurnal Dikdas Bantara* 3(1). <https://doi.org/10.32585/jdb.v3i1.582>
- Swabudanta, I. O. W. (2019). Penerapan model pembelajaran kooperatif tipe STAD (Student Teams Achievement Divisions) untuk meningkatkan prestasi belajar menulis bahasa Inggris Inggris [Application of STAD (Student Teams Achievement Divisions) type cooperative learning model to improve English writing learning achievement]. *JP2*, 2(3). <https://doi.org/10.23887/jp2.v2i3.19281>
- Tampubolon, T. C. (2018). Improving students' motivation in speaking through collaborative learning. *International Journal of English Literature and Social Sciences*, 3(2), 185–191. <https://doi.org/10.22161/ijels.3.2.10>
- Thanasoulas, D. (2002). Motivation and motivating in the foreign language classroom. (On Line. Retrieved on July 2011). [www.http://itesjl.org//Articles//Thanasoulas-Motivation.html](http://itesjl.org//Articles//Thanasoulas-Motivation.html).
- Turmudi, D. (2020). English scholarly publishing activities in the industrial revolution 4.0 :

*Rahman & Nurbatra (2023)*

What , Why , and How ? *ELTEJ*, 3(1), p.52–63.

<http://journal2.uad.ac.id/index.php/eltej/article/view/1890>

Yuen, K. M., & Hau, K. T. (2006). Constructivist teaching and teacher-centred teaching: a comparison of students' learning in a university course. *Innovations in Education and Teaching International*, 43(3), 279-290. <https://doi.org/10.1080/14703290600750861>

Zhang, Y., Nair, S. M., & Wider, W. (2022). The Effects of STAD Method on Chinese Students' Motivation in Learning English Communicative Competence. *World Journal of English Language*, 12(6), 39–49. <https://doi.org/10.5430/wjel.v12n6p39>