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# ATTACHMENT

TRANSCRIPT INTERVEW VIA WhATSHAPP PRELIMINARY OBSERVATION

Informanst's Name : Guru Bahasa Inggris SMPN 9 Huamual

Tanggal : 26 Agustus 2025, 10:07-10:21 WIT

Class : VIII SMPN 9 Huamual

Intervew Topic : Konfirmasi Implementasi STAD

| Interviewer | Time | Content of the interview |
|---|---|---|
| Peneliti | [26/08/2025, 10:07 WIT] | Assalamu'alaikum warahmatullahi wabarakatuh maaf mengganggu waktunya ibu pagi² 🙏 saya Firda Abdu Mahasiswa IAIN Ambon dari jurusan tadris bahasa Inggris ibu. Mohon maaf telah mengganggu waktunya ibu. Saya disini ingin menanyakan apakah di sekolah SMP N 9 huamual tepatnya di kelas 8 ibu menerapkan IMPLEMENTASI MODEL PEMBELAJARAN KOOPERATIF TIPE STUDENT TEAMS ACHIEVEMENT DEVISION (STAD) di kelas tersebut? Misalnya dalam materi grammar, Vocabulary, Reading Comprehension dan speaking. Mohon maaf ibu saya menanyakan ini soalnya saya meneliti di sekolah tersebut ibu 🙏Terimakasih banyak ibu atas perhatiannya. W assalamu'alaikum wr. Wb. |
| Informans | [26/08/2025, 10:21 WIT] | Walaikumsalam.. iya. Sering dilakukan.. |
| Peneliti | [10:41, 26/08/2025] | Apa saya bisa minta silabus dari penerapan model pembelajaran tersebut ibu? |
| Informans | [10:45, 26/08/2025] | Utk perangkatnya blm lengkap kaka. Masih sementara diproses. Tpi klo madel lembelajaran yg kaka maksud tu amper tarus ktong bking akg. |



## 1. Attacment I

Observation sheet for the Application of the Student Teams Achievement Division (STAD) Cooperative Learning Model in the English Learning Process at SMP Negeri 9 Huamual

### A. Interview Identity

School: SMP NEGRI 9 HUAMUAL

Subject: English

Class: VIII

Learning Model: STAD

Date: 22 April 2026

Observer: Classroom Observation

**B. Observation sheet table**

Instructions:

Observers mark (✓) the appropriate column and write notes if necessary.

| No | observation indicator | yes | No | Information |
|---|---|---|---|---|
| 1. Class Presentation | a. Teachers deliver material clearly and in a structured manner. | ✓ | | Based on the observation results, the teacher delivered the material clearly and in a structured manner, allowing students to follow the lesson effectively. Therefore, this indicator was **fulfilled**. |
| | b. The teacher provides examples and explains important vocabulary. | ✓ | | Based on the observation results, the teacher provided relevant examples and explained important vocabulary to help students understand the material. Therefore, this indicator was **fulfilled**. |
| | c. Students demonstrate initial understanding of the material. | ✓ | | Based on the observation results, students demonstrated initial understanding of the material by answering the teacher's questions and responding to the explanations given. Therefore, this indicator was **fulfilled**. |

| | | | | |
|---|---|---|---|---|
| 2. Team Formation and Introduction | a. The teacher forms heterogeneous groups (4–5 students). | ✓ | | Based on the observation results, the teacher formed heterogeneous groups consisting of 4–5 students with different levels of ability. Therefore, this indicator was **fulfilled**. |
| | b. The teacher gives the groups names and assigns roles to the members. | | ✓ | During the Team Formation and Introduction phase, the indicator in point b was not met because the teacher did not assign specific group names or designate roles for members within each group during the learning process. |
| | c. The teacher explains the rules and criteria for group success. | ✓ | | Based on the observation results, the teacher explained the rules of group work and the criteria for achieving group success before the activity began. Therefore, this indicator was **fulfilled**. |
| 3. Team Study | a. Students work together in groups using worksheets, flashcards, or role-play dialogues in English. | ✓ | | Based on the observation results, students worked together in groups using learning materials and activities provided by the teacher. Therefore, this indicator was **fulfilled**. |
| | b. High-ability students help explain the material to other group members. | ✓ | | Based on the observation results, high-ability students assisted other group members by explaining the material and helping them |

| | | | | |
|---|---|---|---|---|
| | | | | complete group tasks. Therefore, this indicator was **fulfilled**. |
| | c. Groups discuss and practice questions to ensure that all members understand the material. | ✓ | | Based on the observation results, group members actively discussed and practiced the questions together to ensure that everyone understood the material. Therefore, this indicator was **fulfilled**. |
| 4. Individual Quizzes | a. Students take quizzes individually without help from friends. | ✓ | | Based on the observation results, students completed the quizzes individually without assistance from their group members. Therefore, this indicator was **fulfilled**. |
| | b. The quiz format corresponds to the learning material (multiple choice, short essay, or oral test). | ✓ | | Based on the observation results, the quiz format was in line with the learning material, such as multiple-choice and short-answer questions. Therefore, this indicator was **fulfilled**. |
| | c. Quiz assessment is based on improvement in individual learning outcomes. | ✓ | | Based on the observation results, the quiz assessment was based on students' individual performance and improvement. Therefore, this indicator was **fulfilled**. |
| 5. Team Scores and Rewards | a. Individual scores are converted into team scores according to | ✓ | | Based on the observation results, the teacher converted individual students' |

| | | | | |
|---|---|---|---|---|
| | predetermined criteria. | | | scores into team scores using predetermined criteria. Therefore, this indicator was **fulfilled**. |
| | b. Teachers calculate the average team score to determine the group ranking. | ✓ | | Based on the observation results, the teacher calculated the average score of each group to determine the group ranking. Therefore, this indicator was **fulfilled**. |
| | c. Teachers give awards to the teams with the highest scores. | ✓ | | Based on the observation results, the teacher gave rewards to the groups that achieved the highest scores as a form of appreciation. Therefore, this indicator was **fulfilled**. |

Explanation of the observation table:

This observation sheet is designed to collect data related to the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in the English language learning process. This observation focuses on the five main stages of STAD, namely class presentation, team formation and introduction, team study, individual quizzes, and team assessment and rewards.

Each indicator in the observation table is marked with a check (✓) mark, which is applied to a checklist system (Yes/No) to indicate whether the observed activity occurred during the learning process. The “Information” column is provided to record additional notes or important findings observed in the classroom.

This observation tool helps researchers systematically record teacher and student activities and supports data triangulation with interviews and documentation.

## 2. Attachment II

Semi-Structured Interview Guide

Research Tittle: implementation of the student teams achievement devision ( stad ) type of cooperative learning model in the english learning process at smp negeri 9 huamual.

## C. Interview Identity

Name Informance :

Position/status :

Date: 27 April 2026

Time:

Location:

## D. Teacher interview guidelines

### 1. Teacher interview guidelines table

| No | Challenge Indicators | Interview Questions | Objectives |
|---|---|---|---|
| **1** | **Class Presentation** | 1. How do you manage learning time during the class presentation stage in STAD? | Recognizing difficulties of time allocation during class presentation |
| | | 2. What challenges do you face in explaining the material clearly and ensuring students understand it? | Identifying teacher's challenges in delivering material clearly and in a structured manner |

| | | | |
|---|---|---|---|
| | | 3. Do students respond actively during the explanation stage? What difficulties arise if they do not? | Determining students' attention and understanding during explanation stage |
| **2** | **Team Formation and Introduction** | 1. What challenges do you face when forming heterogeneous groups in the classroom? | Identifying difficulties in forming heterogeneous groups |
| | | 2. How do students respond when they are placed in mixed-ability groups? | Understanding students' acceptance of group formation |
| | | 3. Do you find it difficult to explain group rules and success criteria to students? Why? | Identifying challenges in explaining group rules and success criteria |
| **3** | **Team Study** | 1. What challenges often arise during group discussions in the STAD model? | Identifying classroom obstacles during group discussion activities |
| | | 2. Are all students actively involved in group work? If not, what are the reasons? | Understanding students' participation levels in group work |
| | | 3. What difficulties do you face when monitoring several groups at the same time? | Identifying difficulties in classroom monitoring and control during group activities |
| **4** | **Individual Quizzes** | 1. Do students find it difficult to work independently during individual quizzes? Why? | Identifying difficulties in ensuring students work individually |

| | | | |
|---|---|---|---|
| | | 2. How do you ensure that students do not help each other during the quiz? | Identifying time constraints during quiz implementation |
| | | 3. What challenges do you face in managing time during the quiz stage? | Understanding students' challenges in answering quiz independently |
| **5** | **Team Scores and Rewards** | 1. What challenges do you face in calculating individual and team scores? | Identifying difficulties in calculating individual and team scores |
| | | 2. Is it difficult to determine group rankings based on students' improvement scores? Why? | Understanding challenges in determining fair group ranking |
| | | 3. How do students respond to the rewards system, and are there any challenges in giving rewards fairly? | Identifying challenges in giving rewards to students or groups |

## E. Student Interview Guidelines

### 1. Student Interview Guidelines Table

| No | Challenge Indicators | Interview Questions | Objectives |
|---|---|---|---|
| 1 | Class Presentation | 1. Do you understand the material explained by the teacher at the beginning of the lesson? Why? | Understanding students' perception of class presentation |

| | | | |
|---|---|---|---|
| | | 2. Do you pay attention during the teacher's explanation? What makes it easy or difficult to focus? | Identifying students' comprehension during initial explanation |
| | | 3. What difficulties do you face when the teacher explains the material in English? | Identifying learning difficulties in class presentation stage |
| 2 | Team Formation and Introduction | 1. How do you feel when you are placed in a group with different abilities? | Assessing students' response to heterogeneous grouping |
| | | 2. Do you understand the rules and roles in your group? Explain. | Identifying understanding of group rules and structure |
| | | 3. Is it easy for you to work with new group members? Why? | Understanding students' adaptation to group formation |
| 3 | Team Study | 1. Do all group members participate in group discussions? Explain. | Identifying group cooperation and participation |
| | | 2. Are there students who are less active in your group? Why do you think so? | Identifying passive students in group learning |
| | | 3. Do your friends' explanations help you understand the material? Why? | Assessing peer tutoring effectiveness |
| 4 | Individual Quizzes | 1. Do individual quizzes make you study more seriously? Why? | Assessing students' learning responsibility |
| | | 2. Do you work on the quiz independently without help from others? | Identifying independence in evaluation stage |
| | | 3. What difficulties do you face when answering the individual quiz? | Identifying difficulties in individual assessment |

| | | | |
|---|---|---|---|
| 5 | Team Scores and Rewards | 1. How do you feel when your group gets a high or low score? | Understanding emotional and motivational impact of rewards |
| | | 2. Do rewards motivate you to learn better in groups? Why? | Assessing effectiveness of team scoring system |
| | | 3. What should be improved in STAD learning to make it more enjoyable? | Gathering students' suggestions for improving STAD |

Explanation of the Interview Sheet

1. Interview identity

   Used to record essential information such as the informant's name or initials, position/status (teacher or student), class (for students), date, time, and location of the interview. This information ensures clarity of data sources and the context of data collection, thereby increasing the validity and credibility of the research.

2. Informant code (TEACHER / STUDENT)

   Used to maintain the confidentiality of informants by replacing real names with codes (e.g., for teachers and for students). This system also facilitates data organization, grouping, and qualitative data analysis.

3. Challenge indicators

   Compiled based on the proposal section "Theories on Challenges Faced by Teachers When Using the STAD Model" and challenges experienced by students during the implementation of STAD,

including group work, participation, understanding of material, individual quizzes, and learning motivation.

4. Semi-structured questions

   Designed to provide flexibility in the interview process. This format allows the researcher to ask follow-up questions based on informants' responses and field conditions, while still maintaining alignment with the research objectives.

5. Purpose of questions

   Explains the relationship between each interview question and the focus of the research. This ensures that the interview instrument is systematic, focused, and capable of producing relevant data to answer the research questions.

## 3. Attachment III

### TEACHER INTERVIEW TRANSCRIPT

Interviewee: M.N (English teacher)

Class: VIII

Date: April 27, 2026

Location: SMP Negri 9 Huamual

### A. Class presentation

**Researcher:** How do you manage learning time during the class presentation stage in STAD?
**M.N:** In implementing the STAD model, I prepare the lesson plan carefully and divide the time allocation so that the learning process runs well. I also organize heterogeneous grouping so that higher-ability students can act as peer tutors, making the learning process more efficient.
**Researcher:** What challenges do you face in explaining the material clearly and ensuring students understand it?
**M.N:** Sometimes the learning time is not sufficient, especially during group discussions. This is because students have different levels of understanding, so not all students are actively involved within the allocated time.
**Researcher:** Do students respond actively during the explanation stage? What difficulties arise if they do not?
**M.N**: The most difficult stage in STAD is the group discussion stage. I expect all students to participate actively, but in practice, some students are still passive. As a result, the discussion time often exceeds the planned 20–25 minutes, and students tend to rely on only one source instead of exploring others.

### B. Team Formation and Introduction

**Researcher:** What challenges do you face when forming heterogeneous groups in the classroom?
**M.N:** The challenge is that students often prefer choosing their own friends. Since groups are formed heterogeneously, it is sometimes

difficult for students to accept group members with different academic abilities.

**Researcher:** How do students respond when they are placed in mixed-ability groups?

**M.N**: ome students accept it, but others feel less comfortable at first because they are not placed with their close friends or because of differences in ability.

**Researcher:** Do you find it difficult to explain group rules and success criteria to students? Why?

**M**.N: Yes, it requires repetition and clear explanation so that students fully understand the group rules and success criteria.

**C. Team Study**

**Researcher:** What challenges often arise during group discussions in the STAD model?

**M.N:** The main challenge is differences in students' understanding due to heterogeneous grouping, which makes it difficult to equalize academic understanding of new material. In addition, participation is uneven because some students dominate the discussion while others become passive.

**Researcher:** Are all students actively involved in group work? If not, what are the reasons?

**M.N**: No, not all students are active. This happens because of differences in understanding and the tendency of high-ability students to dominate the discussion.

**Researcher:** What difficulties do you face when monitoring several groups at the same time?

**M.N**: It is not easy to guide all groups simultaneously. I need to act as a facilitator, moving from one group to another. The challenge is ensuring effective collaboration and making sure all students understand the material without copying answers. Time limitation is also a major issue in giving equal attention to all groups.

**D**. **Individual Quizzes**

**Researcher:** Do students find it difficult to work independently during individual quizzes? Why?

**M.N**: Yes, some students still experience difficulties because of limited English proficiency.

**Researcher:** How do you ensure that students do not help each other during the quiz?

**M.N:** I supervise them closely and ensure students work individually during the quiz.

**Researcher:** What challenges do you face in managing time during the quiz stage?

**M.**N: Sometimes the allocated time is not enough, especially when students need more time to complete the questions.

**E. Team Scores and Rewards**

**Researcher**: What challenges do you face in calculating individual and team scores?

**M.N:** Calculating scores takes time because it involves individual improvement scores before determining team scores.

**Researcher**: Is it difficult to determine group rankings based on students' improvement scores? Why?

**M.N:** It is not very difficult, but it requires accuracy and careful calculation to ensure fairness according to STAD procedures.

**Researcher**: How do students respond to the rewards system, and are there any challenges in giving rewards fairly?

**M.N**: Students are very enthusiastic about rewards, but the challenge is ensuring that all students remain motivated even if they do not receive awards.

**4. Attachment IV**

**TRANSCRIPT OF A STUDENT INTERVIEW**

1. **Interviewee**: A.A.W (Student)

   **Class:** VIII

   **Date:** April 27, 2026

   **Location:** SMP Negeri 9 Huamual

**A. Class Presentation**

**Researcher:** Do you understand the material explained by the teacher at the beginning of the lesson? Why?
**A.A.W**: Yes, because the teacher explains step by step with examples.
**Researcher:** Do you pay attention during the teacher's explanation? What makes it easy or difficult to focus?
**A.A.W**: Yes, I pay attention when the teacher gives clear explanations and examples. Sometimes it is difficult to focus if the class is noisy or the explanation is too long.
**Researcher**: What difficulties do you face when the teacher explains the material in English?
**A.A.W:** I have difficulty understanding some English vocabulary used by the teacher.

**B. Team Formation and Introduction**

**Researcher**: How do you feel when you are placed in a group with different abilities?

**A.A.W:** I feel okay because I can learn from friends who are more capable.

**Researcher:** Do you understand the rules and roles in your group? Explain.

**A.A.W:** Yes, the teacher explains the rules clearly before group work.

**Researcher**: Is it easy for you to work with new group members? Why?

**A.A.W:** Sometimes yes, but sometimes I feel shy at firs

**C. Team Study**

**Researcher:** Do all group members participate in group discussions? Explain.

**A.A.W:** Not all members are active in the discussion.

**Researcher**: Are there students who are less active in your group? Why do you think so?

**A.A.W**: Yes, because some students are not confident in speaking English.

**Researcher:** Do your friends' explanations help you understand the material? Why?

**A.A.W**: Yes, because they explain it in a simpler way.

**D. Individual Quizzes**

**Researcher**: Do individual quizzes make you study more seriously? Why?

**A.A.W:** Yes, because I want to get a good score for myself and my group.

**Researcher**: Do you work on the quiz independently without help from others?

**A.A.W**: Yes, I try to answer by myself.

**Researcher**: What difficulties do you face when answering the individual quiz?

**A.A.W:** I sometimes forget vocabulary.

**E. Team Scores and Rewards**

**Researche**r: How do you feel when your group gets a high or low score?

**A.A.W**: I feel happy when the score is high and disappointed when it is low.

**Researcher**: Do rewards motivate you to learn better in groups? Why?

**A.A.W:** Yes, because rewards make me more active.

**Researcher**: What should be improved in STAD learning to make it more enjoyable?

**A.A.W**: More time for group discussion.

**2**. **Interviewee:** A.S.I (Student)

**Class:** VIII

**Date:** April 27, 2026

**Location:** SMP Negeri 9 Huamual

**A. Class Presentation**

**Researcher**: Do you understand the material explained by the teacher at the beginning of the lesson? Why?

**A.S.I:** Yes, because the teacher explains step by step with examples.

**Researcher**: Do you pay attention during the teacher's explanation? What makes it easy or difficult to focus?

**A.S.I:** I try to pay attention, but sometimes I lose focus if the explanation is too long.

**Researcher:** What difficulties do you face when the teacher explains the material in English?

**A.S.I:** I need more explanation for difficult vocabulary.

**B. Team Formation and Introduction**

**Researcher**: How do you feel when you are placed in a group with different abilities?

**A.S.I:** I feel a bit shy but still okay.

**Researcher**: Do you understand the rules and roles in your group? Explain.

**A.S.I**: Yes, I understand the rules.

**Researcher:** Is it easy for you to work with new group members? Why?

**A.S.I**: Not always easy because we are not close friends.

**C. Team Study**

**Researcher:** Do all group members participate in group discussions? Explain.

**A.S.I**: Some students are active, but others are passive.

**Researcher**: Are there students who are less active in your group? Why do you think so?

**A.S.I**: Yes, because they are afraid of making mistakes.

**Researcher**: Do your friends' explanations help you understand the material? Why?

**A.S.I**: Yes, it helps me understand better.

**D. Individual Quizzes**

**Researcher:** Do individual quizzes make you study more seriously? Why?

**A.S.I**: Yes, because I want to improve my score.
**Researcher**: Do you work on the quiz independently without help from others?
**A.S.I**: Yes, I work alone.
**Researcher:** What difficulties do you face when answering the individual quiz?
**A.S.I**: I find some English words difficult.

**E. Team Scores and Rewards**

**Researcher:** How do you feel when your group gets a high or low score?
**A.S.I**: I feel happy when high and a bit disappointed when low.
**Researche**r:Do rewards motivate you to learn better in groups? Why?
**A.S.I**: Yes, rewards motivate me.
**Researcher**: What should be improved in STAD learning to make it more enjoyable?
**A.S.I:** More interesting activities.

5. **Interviewee**: M.I (Student)

**Class:** VIII

**Date:** April 27, 2026

**Location:** SMP Negeri 9 Huamual

**A. Class presentation**

**Researcher:** Do you understand the material explained by the teacher at the beginning of the lesson? Why?

**M.I:** Yes, because the teacher explains step by step with examples.

**Researcher:** Do you pay attention during the teacher's explanation? What makes it easy or difficult to focus?

**M.I**: Yes, I pay attention when the teacher explains clearly, but sometimes I get distracted when the class is noisy.

**Researcher:** What difficulties do you face when the teacher explains the material in English?

**M.I:** I find it difficult to understand some new English vocabulary.

**B. Team Formation and Introduction**

**Researcher:** How do you feel when you are placed in a group with different abilities?

**M.I:** I feel happy because I can learn from my friends in the group.

**Researcher**: Do you understand the rules and roles in your group? Explain.

**M.I:** Yes, I understand the rules because the teacher explains them clearly.

**Researcher:** Is it easy for you to work with new group members? Why?

**M.I:** Yes, it is easy if the group members are friendly and cooperative.

**C. Team Study**

**Researcher:** Do all group members participate in group discussions? Explain.

**M.I:** Not all members are active during the discussion.

**Researcher:** Are there students who are less active in your group? Why do you think so?

**M.I:** Yes, because some students are shy and not confident in speaking English.

**Researcher:** Do your friends' explanations help you understand the material? Why?
**M.I:** Yes, because they explain the material in a simple way.

**D. Individual Quizzes**

**Researcher:** Do individual quizzes make you study more seriously? Why?
**M.I:** Yes, because I want to get a better score in the quiz.
**Researcher:** Do you work on the quiz independently without help from others?
**M.I:** Yes, I try to answer the questions by myself.
**Researcher**: What difficulties do you face when answering the individual quiz?
**M.I:** I sometimes have difficulty with vocabulary and understanding the questions.

**E. Team Scores and Rewards**

**Researcher:** How do you feel when your group gets a high or low score?
**M.I:** I feel happy when the score is high and a little sad when the score is low.
**Researcher:** Do rewards motivate you to learn better in groups? Why?
**M.I:** Yes, because rewards make me more motivated to participate.
**Researche**r: What should be improved in STAD learning to make it more enjoyable?
**M.I:** The teacher should give more time for group discussion and practice.

## 5. Attachment V

### RESEARCH DOCUMENTATION SHEET




**School Nameplate SMP N 9 Huamual**



**Education Building SMP N 9 Huamual**



**The teacher implements STAD**



**Student interview process**



**The teacher interview process**



**The teacher interview process**



**Student interview process**



**Student interview process**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI A.M. SANGADJI AMBON
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Tamuji Taher Kebun Cengkeh Batu Merah Atas Ambon 97128
Website: www.fik.iainambon.ac.id Email: fik@iainambon.ac.id tarbiyah.ambon@gmail.com

Nomor : B-412/Un.39/4/4-a/PP.00.9/04/2026 15 April 2026
Lampiran : -
Perihal : Izin penelitian

Yth. Bupati Seram Bagian Barat
u.p. Kepala Kesbang dan Linmas
Kabupaten Seram Bagian Barat
di
Piru

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan penyusunan skripsi "***Implementation Of The Student Teams Achievement Devision ( Stad) Type Of Cooperative Learning Modal In The English Learning Process*** At SMP Negeri 9 Huamual" oleh mahasiswa :

| | | |
|---|---|---|
| Nama | : | Firda Abdu |
| NIM | : | 220307011 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Semester | : | VIII (Delapan) |

kami menyampaikan permohonan izin penelitian atas nama mahasiswa yang bersangkutan di SMP Negeri 9 Huamual,terhitung mulai tanggal 15 April s.d. 15 Mei 2026.

Demikian surat kami, atas bantuan dan perkenannya disampaikan terima kasih.

*Wassalamu 'alaikum wr.wb.*

Dekan

Dr. Nurhasanah, M.S.I

Tembusan:

1. Rektor UIN A.M Sangadji;
2. Kepala SMP N 9 Huamual;
3. Ketua Prodi Tadris Bahasa Inggris;
4. Yang bersangkutan untuk diketahui.

PEMERINTAH KABUPATEN SERAM BAGIAN BARAT
**BADAN KESATUAN BANGSA DAN POLITIK**
Jalan Jacobus Frederik Puttileihalat, Piru, Seram Barat, Seram Bagian Barat, Kode Pos 97562

**SURAT IZIN PENELITIAN**
Nomor : 000.9.2 / 211

DASAR : 1. Peraturan Menteri Dalam Negeri RI Nomor : 3 tahun 2018 Tentang Penerbitan Rekomendasi Penelitian.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah
3. Surat Keputusan Menteri Dalam Negeri nomor : SD 6/2/12 Tanggal 05 Juli 1972 Tentang Riset dan Survey di wajibkan melaporkan diri kepada Gubernur Kepala Daerah atau Pejabat yang di tunjuk.

MEMBACA : Surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN A.M. Sangadji Ambon
Nomor : B-412/UN.39/4/4-a/PP.00.9/04/2026 Tanggal 15 April 2026
***Perihal : Izin Penelitian***

PERTIMBANGAN : Bahwa dengan dasar tersebut kami tidak berkeberatan untuk memberikan izin kepada:

a. Nama : **FIRDA ABDU**
b. Identitas : Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN A.M. Sangadji Ambon
c. NIM : 220307011
d. Untuk : 1. *Melakukan Penelitian dalam rangka Penyusunan Skripsi dengan judul :*

**"Implementation of The Student Teams Achievement Devision (Stad) Type Of Cooperative Learning Model In The English Learning Process At SMP Negeri 9 HuamuaL "**

2. Lokasi Penelitian : SMP Negeri 9 Huamual Kecamatan Huamual Kabupaten Seram Bagian Barat.
3. Waktu/Lama Penelitian : 05 Mei 2026 s/d 06 Juni 2026.
4. Anggota : -
5. Bidang Penelitian : Tadris Bahasa Inggris
6. Status Penelitian : Baru.

Sehubungan dengan maksud tersebut diatas, maka dalam pelaksanaannya agar memperhatikan hal-hal sebagai berikut :
a. Melaporkan kepada instansi terkait untuk mendapatkan petunjuk yang diperlukan
b. Mentaati semua ketentuan / peraturan yang berlaku
c. Surat izin ini hanya berlaku untuk kegiatan Penelitian
d. Tidak menyimpang dari maksud yang diajukan serta tidak keluar dari lokasi penelitian
e. Memperhatikan keamanan dan ketertiban umum selama pelaksanaan kegiatan berlangsung
f. Memperhatikan dan mentaati budaya dan adat istiadat setempat
g. Menyampaikan 1(satu) Eks. Hasil Penelitian kepada Bupati Cq. Kepala Badan Kesbang Pol Kabupaten Seram Bagian Barat
h. Surat izin ini berlaku sampai dengan tanggal **05 Juni 2026** Serta dicabut apabila terdapat penyimpangan / pelanggaran dari ketentuan tersebut

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

DIKELUARKAN DI : PIRU
PADA TANGGAL : 05 Mei 2026

an. KEPALA BADAN KESATUAN BANGSA DAN POLITIK,
KEPALA BIDANG KESATUAN BANGSA

**PAULUS U. P. NOYA, ST**
Penata Tk I
NIP. 197508042006041017

**TEMBUSAN** : Disampaikan Kepada Yth
1. Bupati Seram Bagian Barat di Piru (sebagai laporan);
2. Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN A.M. Sangadji Ambon di Ambon;
3. Kepala Dinas Pendidikan Dan Kebudayaan Kab Sbb di Tempat
4. Kepala SMP Negeri 9 Huamual di Tempat;
5. sdr Firda Abdu .
6. Arsip;

PEMERINTAH KABUPATEN SERAM BAGIAN BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SMP NEGERI 9 HUAMUAL**
*Jln. Hj. Usman Wagola – 97562*

**SURAT KETERANGAN**
**NOMOR : 400.3.5/09/SMPN9H/2026**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Huamual Kabupaten Seram Bagian Barat, dengan ini menerangkan bahwa:

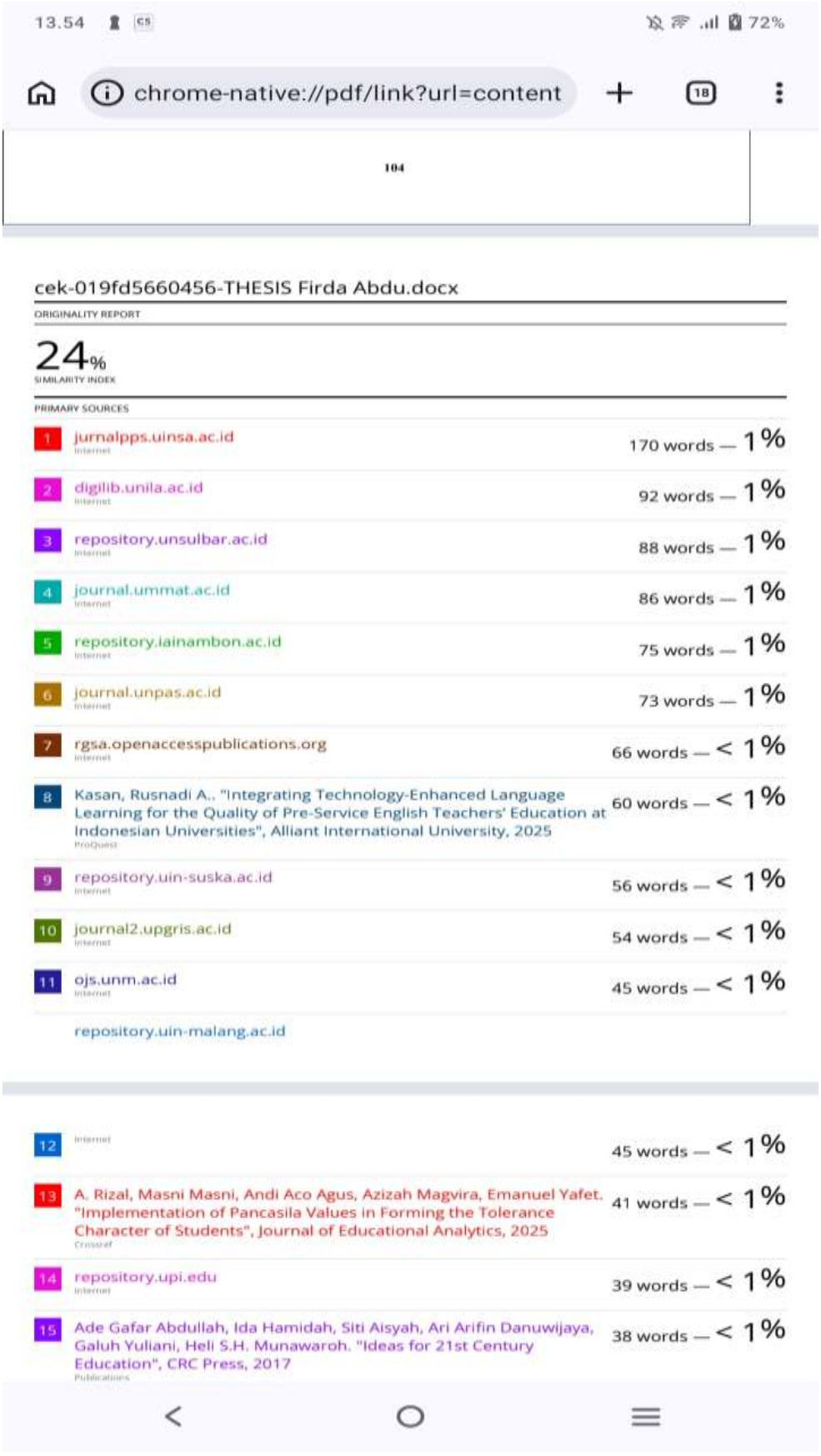
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|---|---|
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| Tempat, Tanggal Lahir | : Saluku, 26 April 2004 |
| NIM | : 220307011 |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Jurusan | : Tadris Bahasa Inggris |

Yang bersangkutan telah mengadakan penelitian (*research*) di SMP Negeri 9 Huamual terhitung tanggal 15 April s.d 15 Mei 2026 guna penulisan skripsi dengan judul "***Implementation Of The Student Teams Achievement Devision (Stad) Type Of Cooparative Learning Model In The English Learning Process At SMP Negeri 9 Huamual***".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

**Saluku, 15 Mei 2026**
**Kepala Sekolah**

**LINDA N. LAUNURU, S.Pd**
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