ABSTRACT

Candra, Ajeng, 2009. The Influence Of Student Teams - Achievement Divisions (STAD) Method on Students' Achievement VII Grade Of SMPN 36 Surabaya. Advisor: M. Thohir, M.Pd. and Diah Ikawati M.Pd. Unpublished. S-1, IAIN Sunan Ampel. Keywords: Cooperative-STAD, Students' achievement.

In the ancient paradigm of learning process, teacher gave students knowledge passively, which was teacher centered. On the other hand, students were just waiting for the "knowledge transferring" from the teacher. Teacher play as a main source of knowledge who transfer his knowledge like writing in a blank paper.

However, in the reality there are still students who do not interest to learn English. They sometimes feel bored in the learning process. It might be caused by the situation and condition of class, the difficult or uninteresting material. It is like that students who do not interest to learn English may get an unsatisfying achievement.

In order to solve this problem, it can be done by increasing the activeness of students' participation. If students are given a chance to be more active, they can acquire knowledge, ideas by themselves.

One of the learning method that is predicted to solve the problems is cooperative - STAD (Student Team - Achievement Division). In this method, each student has individual responsibility to master the material by being active during the learning process.

Students will be motivated to encourage and help each others to master material presented by teacher. If students want their team to earn rewards, they must help their team to learn the material well.

This research was a pre-experimental research. The subject of the study was the seventh grade students of SMPN 36 Surabaya. The data was the students' pre-test and post-test in procedures text material. Then, the data was analyzed by using sample paired t-test. The instruments were observation check list and test.

Result of post-test score that has been analyzed by using sample paired ttest shows $t_{hitung} = 10,86$ and $t_{tabel} = 2,02$ with significance level 5% or 0,05. It means that $t_{hitung} > t_{tabel}$. So, there is a significance influence on students' achievement before and after the application of STAD. The result indicated that cooperative learning - STAD method has influence in improving students' achievement, because the students' score in post-test is better than in pre-test.

Based on the result of this study, researcher suggests that cooperative learning - STAD applied at the certain topics or theme. Further, in order to make time more effective, it may use count down timer or work time framer for each teams and never forget to make a clear explanation. To solve a noisy, it may give students an instant assignment on the board or give them some hand gestures that means they need to be more quite.