#### CHAPTER I

#### INTRODUCTION

This chapter consists of background of study where the writer explains the reason why she takes this title. Writer also states the problems of study, objectives of study, significance of study and definition of key terms.

### A. Background

Globalization that run fast and complex involves many sectors such as global trading. Global trading demands requirements and a high quality of human resources. Wadiman Djojonegoro stated that the quality of human resources will increase through education. It means that globalization also involves Indonesia national education which aims to develop quality of human resources and sharpens Indonesian's mind. In this case, English as an international language plays in important role because English is used to communicate people around the world.

In the ancient paradigm of learning process, teacher gives students knowledge passively, which is teacher centered. On the other hand, students are just waiting for the "knowledge transferring" from the teacher.

<sup>&</sup>lt;sup>1</sup> Moh. Fakry Gaffar, "Pergeseran Paradigma Dalam Pembangunan Pendidikan Indonesia di Masa Depan untuk Menghadapi Tantangan global" in papers of Seminar Nasional Pendidikan Indonesia, (Jakarta: Universitas Pelita Harapan, 2004), p.35

Wadiman Djojonegoro, "Visi Pendidikan Masa Depan" in papers of Seminar Nasional Pendidikan Indonesia, (Jakarta: Universitas Pelita Harapan, 2004), p. 13

In the learning process, students usually are not encouraged maximally to develop their ability to think.<sup>3</sup> Learning process in majority class always attacks the students with many knowledge or materials to be memorized; their brain is attacked to memorize amount information without understanding and comprehend the intended meaning. Teacher dominates the learning process and students receive the knowledge passively. Teacher plays as a main source of knowledge for students who transfer his knowledge like writing in a blank paper. On the other hand, students are just waiting "the knowledge transferring" process.

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.

Students are not like a blank paper that needs to fill by waiting teacher's knowledge transferring. They have capability to acquire knowledge by themselves if they have chance to be more active. They also learn best from concrete learning experiences.<sup>4</sup>

<sup>3</sup> Wina Wijaya, Strategi Pembelajaran, (Jakarta: Kencana, 2008), p. 1

<sup>&</sup>lt;sup>4</sup> Thomas Fetsco and John Mc Clure, Educational Psychology – an Integrated Approach to Classroom Decisions, (Boston: Pearson Education, 2005), p.132

Lindsay and Knight said,

The relationship between teaching and learning is a key factor in whether learning takes place effectively. There are also other factors which mean that some people learn more easily and more quickly than others.<sup>5</sup>

How the students feel about the other learners in the class or group can influence language learning. It is best if students feel comfortable with each other and are prepared to cooperate in learning. For example, if one student dominates and does not give others a chance to participate, this makes learning more difficult for the less dominant individuals.<sup>6</sup>

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 learning method which is able to solve this problem is cooperative learning. It is proved by research in cooperative learning indicated that team rewards and individual accountability are essential for basic skills achievement.<sup>7</sup> Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member

<sup>&</sup>lt;sup>5</sup> Cora Lindsay and Paul Knight, Learning and Teaching English a Course for Teachers, (New York: Oxford University Press, 2006), p. 6

<sup>&</sup>lt;sup>7</sup> Robert E. Slavin, Cooperative Learning Theory, Research and Practice, (London: Allymand Bacon, 2005), 2<sup>nd</sup> edition, p. 5

of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.<sup>8</sup>

Moreover, it is not enough just tell students to work together within their team. They must have a reason to encourage other team members to get a better achievement. Research indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to achieve than if they are rewarded for doing better than others.<sup>9</sup>

Cooperative learning has an ancient pedigree. Since time immemorial teachers have allowed or encouraged their students to work together or occasional group project, in group discussion or debates, or in other kinds of work groups or peer-tutoring dyads. This method was typically informal, instructed, and only used on rare occasion. However, about twenty years ago, some significant developments began to take place in this age old technique for the first time. Specific cooperative learning strategies began to be developed and even more importantly to be evaluated in wide variety of teaching context. Further, we know a great deal about the effects of cooperative learning on students and conditions necessary to make cooperative learning effective, especially for achievements outcomes. 10

Cooperative learning method can increase students' achievement and other positive effects that are the ability to develop team interaction, the

<sup>&</sup>lt;sup>8</sup> http://www.ed.gov/pubs/OR/ConsumerGuides/cooplear.html browsed on Sunday, 010209 Robert E. Slavin, *Cooperative*....p.22

<sup>10</sup> Robert E. Slavin, Cooperative ... p. ix

acceptance of classmate who is low in academic, and increase self-esteem. Other reasons are emergence students self awareness that they need to learn how to think, solve the problems, and integrate and also apply their capability (skills) and knowledge.<sup>11</sup>

Cooperative learning method in teaching and learning process is in line with what Islam has taught. Islam teaches us to help each other in goodness continuously, there is no doubt, helping other in learning process is a good attitude.

It is stated in holy Qu'ran:

...but rather help one another in furthering virtue and Godconsciousness, and do not help one another in furthering evil and enmity; and remain conscious of God: for, behold, God is severe in retribution.

(Al-Maidah. 2)<sup>12</sup>

There are many kinds of cooperative learning method: 1) Student

Teams – Achievement Divisions (STAD), students are divided into team

works that consist of four – five students that represent a cross – section of the

class, sex, race, and ethnicity. Teacher presents the material, and then students

work in their team to make sure that they have mastered the material. After

.

<sup>11</sup> Ibid, p.2

<sup>&</sup>lt;sup>12</sup> Muhammad Assad, The Message of the Qur'an, translated and explained by Muh. Assad, (Gibraltar: Grace of God, 1980), p.140

that, all students do quizzes related to the material individually, where they are not allowed to help one another. 2) Team – Games – Tournament (TGT), in the first time was developed by David DeVries and Keith Edwards, it was the first learning method by Johns Hopkins. This method is similar to STAD, but the quiz is changed with weekly games tournament, where the students play the academic games with their team work in order to get their score team.

3) Jigsaw is adapted by cross-word technique Elliot Aroson (1978). In this technique, the students cooperate in their team work, in which there are four students, which represents a cross-section of the class, as in STAD or TGT.

This study chooses a cooperative learning STAD type because of an assumption that STAD can improve students' achievement as well as such other outcomes, such as improved intergroup relations, acceptance of different academic level and self-esteem.

# B. Problems of study

Here are the problems of study:

- 1. How is the students' participation during the application of STAD?
- 2. How is students' achievement after the application of STAD?
- 3. How is the influence of the application of STAD on students' achievement?

<sup>13</sup> Robert E. Slavin, Cooperative..., p.5-8

### C. Objectives of study

Objectives of this study are:

- To describe the students' participations during the application of STAD.
- 2. To describe the students' achievement after the application of STAD.
- 3. To describe the influence between STAD and students' achievement.

# D. Significance of study

The writer conducts this study in order to give some inputs to the teacher and students directly involved in the process of teaching and learning English. The significance is as follows:

Teacher: It is expected to give input to the teacher in choosing learning method in improving or developing students' achievement. It is also expected that the way of their teaching and learning process in the classroom will be more interesting.

Students: It is expected that this study will help them to express their mind and idea easily by peer-tutoring. It is also expected that they will be interested in learning English which will be able to improve their achievement.

Observer : It is expected to give information in order to increase knowledge of experience on education, especially English.

## E. Definition of key terms

- a. Students' participations are everything that students do during cooperative learning method type STAD being applied. Students' participations that observed are relevant activity; pay attention to the teacher, discuss or asking with their friends, discuss or asking with teacher, understanding and doing the work sheet, doing the quiz individually and irrelevant activity; talking outside the topic of discussion, cheating, exiting the class without any permission. This students' participation is observed by using students' observation check list.
- b. Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.<sup>14</sup>
- c. Student Teams Achievement Divisions is one of cooperative learning method where students are divided into teams, each group represent different level, sex and academic level. The teacher presents a lesson, and then students work within their teams to make sure all tea members have mastered the lesson. Then, all students take individual

<sup>&</sup>lt;sup>14</sup>Carolyn Kessler, Cooperative Language Learning, (New Jersey: Prentice Hall Regents, 1992), p. 8

quizzes on the material, at which time they may not help one another. 15

d. Students' achievement is students' learning has done successfully, especially using their own effort and skill. 16 It is measured by giving students a pre-test17 and post-test.18

Robert E. Slavin, Cooperative, p.5

16 Department of the University of Oxford, Oxford Advance Learning Dictionary, (New York: Oxford University Press, 2002), 6<sup>th</sup> edition, p.11

17 It is done before students get a treatment. The treatment is using STAD method in learning process.

18 It is done after students get a treatment. The treatment is using STAD method in learning process.