USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TO IMPROVE VOCABULARY MASTERY IN THE SEVENTH GRADE OF SMP AL-WACHID SURABAYA

THESIS

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ABSTRACT

Using Student Team Achievement Division (STAD) to Improve Vocabulary Mastery In The Seventh Grade of SMP Al-Wachid Surabaya; Munif, M. M. 2011; Advisor: Dr. Phil. Khoirun Ni'am.

Vocabulary has been the main part of English component and has an important role in learning English as a foreign language. Teachers have to make a new innovation in teaching learning process because it will help students to learn English and avoid boredom in learning. For this reason, the writer formulates the problems as follows: How is STAD technique applied to improve vocabulary mastery? How are the students' responses towards the use of STAD technique to improve vocabulary mastery? There are many kinds of learning methodologies to learn it. One of them is Student Team Achievement Division (STAD) technique. STAD itself can be an alternative method to learn English for children and adult because STAD built a set of alternatives to traditional instruction systems or techniques in which students work in heterogeneous groups of four to six members and earn recognition, reward, and sometimes grades based on the academic performance of their groups. The subjects of the study are the students of VII B at SMP AL-WACHID Surabaya.

The researcher used The research methodology of this study is Collaborative Classroom Action Research (CCAR), which took two cycles in order to find the effectiveness of STAD technique was applied to the students learning English. Here, the researcher acted as a real teacher who taught the students, and his collaborative teacher acted as observer when the teaching learning process conducted. In this study, the researcher adopted from Kemmis and McTaggart (1998:50) which consists of four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting. The sources of the data were: the teachers' and students' activities in the classroom during the implementation of STAD technique, the students' response and score. Data collecting technique were: field notes, observation, questionnaire, documentation, and test.

The results of the study showed that the students could improve their ability in understanding vocabulary by using STAD technique, STAD itself can create fun situation in the classroom during English teaching learning process.

As a suggestion, process of understanding vocabulary itself is not easy to be done, but the teacher should search method and strategy that is appropriate to students' language level to understanding the meaning of vocabulary easily, and the teacher does not use memorizing vocabulary technique to improve students' ability in understanding vocabulary. The teacher should use technique to teach English, especially improvement in understanding vocabulary. STAD itself use coordination speech and action, which stimulate students to built concept the meaning of vocabulary in their brain then students understand the meaning of vocabulary easily. STAD can also create fun situation, and make students interested in learning it.

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CHAPTER I

INTRODUCTION

This introduction presents and discusses an overview of this study. After that, the problem is formulated along with the objective of the study. This is followed by the significance of the study to give information about what is and what is not included in this study. Finally, a list of important terms is defined to avoid misunderstanding of those terms.

A. Background of the Study

Teaching English as a foreign language (EFL) involves four language skills, they are listening, reading, speaking and writing. In teaching and learning process, the four language skills are taught and developed. But, being able to master those skills, the students need to acquire vocabulary as well. Related on this widespread of English, vocabulary has been the main part of English component and has an important role in learning English as a foreign language. Nunan believes that "no matter how well the students learn grammar, or how successful the sounds of the languages are mastered, without words communication can not occur in any meaningful way"[1].

[1] David Nunan, *Language Teaching Methodology: a textbook for teachers*, (New Jersey: Prentice Hall International, 1991) page: 117

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Many teachers do not realize that vocabulary is the major problems in confronting English as a foreign language learner. Deington as quoted in Burton explains that vocabulary is the most important component of a language power. In using the language, students who are rich in vocabulary will be successful both in expression skills: speaking and writing and receptive skills: reading and listening. But one who is poor in vocabulary will get trouble in those skills[2].

By having good mastery in vocabulary and using them well in learning a language, it can help students master the four communicative skills[3]. Their vocabulary mastery will help them in the receptive skills listening and reading by comprehending the meaning of the words in the target language and relating them to their native language. It also helps them in mastering productive skills speaking and writing in expressing their ideas.

One can not elaborate and transfer ideas well to another without sufficient numbers of vocabulary. On the other hand, some will not completely understand what others are trying to convey if his vocabulary mastery is low. However, a person still can take part in communication without excellent grammar or pronunciation. It shows that vocabulary hold an important key of language as a means of communication.

---

[2] H.S. Burton, *Mastering English Language*. (England: William Collins Sons & Co. Ltd, 1975) page: 99

[3] J.A. Bright, *English Language Basic Skill*, (Singapore: Huntsmen Offset Printing Pte Ltd, 1982) page: 19

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An effective program usually requires teachers who are actively interested in, indeed excited about vocabulary development. Dale said in developing vocabulary, teacher is excited about vocabulary development; both teacher and the students rate the study materials more favorably. Teacher enthusiasm, moreover, tends to compensate for any weaknesses in the material[4].

As decision makers, teachers should think how to teach and guide students. Teachers have to make a new innovation in teaching learning process because it will help students to learn English and avoid boredom in learning[5]. To solve those cases, teachers should use cooperative learning because the purpose of learning a language is to make the students be able to use English to interact with others.

Several scholars and proponents have either offered definitions or provided the basic essentials of cooperative learning. According to Slavin as stated in Manning cooperative learning process is a set of alternatives to traditional instruction systems or techniques in which students work in heterogeneous groups of four to six members and earn recognition, reward, and sometimes grades based on the academic performance of their groups[6].

Cooperative learning method in teaching and learning process is also in line with what Islam has taught. Islam teaches us to help each other in goodness

---

[4] Edgar Dale. *Technique of Teaching Vocabulary*. (USA: Field Educational Publications, 1971) page: 2

[5] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001) page: 58

[6] Lee Manning, *The What, Why and How of Cooperative Learning. Journal Article Excerpt*, (Online, 1992 Vol. 82) (http//www.questa.com/googleSchoolar.qst:jsessiond)

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continuously, there is no doubt, helping other in learning process is good attitude. It is stated in holy Qur'an:

وَتَعَاوَنُوا۟ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُوا۟ ٱللَّهَ ۖ

إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ ﴿٢﴾

And unite in good will to effectuate moral virtue and piety and not in sin, transgression and impiety, and entertain the profound reverence dutiful to Allah; Who punishes severely.

There are many kinds of cooperative learning and one of them is Students Team Achievement Division (STAD). It is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative approach. Slavin states that the idea of STAD is to have the students work together, to learn and responsible for themselves as well as their teammates learning[7].

There are some previous studies about STAD. The first is written by Dwi Setyorini. Her thesis aimed to know (a) how are the students' responses toward the implementation of cooperative-STAD in teaching reading for the seventh graders, and (b) how far is the students' progress when cooperative-STAD was

[7] Robert. E. Slavin, *Cooperative learning: theory, research and practice*. London: Allymand Bacon, 2005) page: 144

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implemented in teaching reading. From the result of her thesis, she concluded that the cooperative-STAD could improve the students' reading ability[8].

The second study is conducted by Sri Sulistyawati, this research was aimed to find out the influence of cooperative learning study (STAD) to students' achievement in Math. This research was done in MAN Surabaya, and the result showed that the implementation of Student Team Achievement Division (STAD) had positive influence to the learning achievement students'[9]. However, they did not investigate the effectiveness of the technique justified from the students' improvement. They suggested that a research on it be conducted.

Based on these previous studies, the writer wants to know whether STAD is effective to teach another point in learning a language, which is vocabulary. Therefore, the writer is going to propose a study entitled "Using Student Team Achievement Division (STAD) to improve vocabulary mastery in the seventh graders of SMP AL-WACHID Surabaya".

There is a similarity between this study and the previous studies. It can be seen from the technique they use. Both of them use qualitative study and use cooperative learning technique in teaching English, but in different point. The pervious study dealt with reading skill, while the other one dealt with Math

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[8] Dwi Setyorini, *The implementation of Student Team Achievement Division (STAD) technique in teaching reading to the seventh graders of SMP Negeri 1 Taman.* (Surabaya: Unpublished thesis UNESA, 2007)

[9] Sri Sulistyawati, *The influence of cooperative learning study STAD type to students' achievement in Math in MAN Surabaya.* (Surabaya: Unpublished thesis IAIN Sunan Ampel, 2004)

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lesson. But in this thesis the writer chooses vocabulary mastery because it is the most important component of a language power[10].

From the explanation above, the writer assumes that STAD can be an effective way in teaching vocabulary to seventh grade of Junior High School. In this research, the writer chooses the seventh grade of SMP AL- WACHID as subject of study because the seventh grader students are the basic level in Junior High School. Since vocabulary is the first thing that should be mastered in learning a foreign language, it should be started from the basic level that is the seventh grade of Junior High School students.

B. Statements of the Problems

From the background of the study above, the writer formulates the problems as follows:

a. How is STAD technique applied to improve vocabulary mastery?
b. How are the students' responses towards the use of STAD technique to improve vocabulary mastery?

C. Objective of the Study

From the statement of the problems above, the writer can set up the following objectives:

[10] Nelson Francis, *The English Language*, (New York: Norton & Company Inc, 1965) page: 164

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a. To know the use of STAD technique in improving vocabulary mastery
b. To know the students' responses towards the using of STAD technique in learning vocabulary process.

D. Significance of the Study

The writer expects that this study can be regarded as a suggestion in providing an alternative learning style in teaching vocabulary.

The writer also hopes that this learning style can improve students' vocabulary mastery and also make the students reach the purpose of learning language at their level, and finally use English in their daily communication. The writer also expects that this study will be useful for those who are interested in using STAD in teaching other skills, such as: listening, writing, reading and speaking. They can also use STAD in teaching different grade of students; it can be in elementary school, junior high school, or even in senior high school.

E. Scope and Limitation of the Study

The scope of this study is limited to the seventh grade of SMP AL-WACHID. This study emphasizes on the process of improving vocabulary by using Student Team Achievement Division (STAD). The researcher uses STAD because it can make students not only improve their vocabulary mastery, but also practice to cooperate and interact with others. The topics which the researcher uses are people physical appearance and job or profession.

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This research will be conducted at the seventh grader students of SLTP AL-WACHID Surabaya, period of 2009-2010. Here, there are two classes; A and B. A class consists of 35 students and B class is too. Each class is conducted in 90 minutes for each meeting, which is twice a week (Monday and Friday); it is based on the schedule of teaching and learning process from the school. As stated by the English teacher, there, that the seventh grade students of these two classes, especially B class is less motivation in learning English; they are lazy and careless of teacher's explanation and instructions about English materials – they assumed that English is not their language, why they are demanded to lean it. This, unconsciously, influences their English knowledge – they frequently do not have much vocabulary although has already explained the material those more than twice. It happens may be caused by the teacher's technique is not interesting, make the students were bored and less motivated to study their second and/ foreign language.

F. Definition of Key Term

Definition is intended to avoid ambiguity in perception of some terms used in this study. They are operationally only applied to this study. The definitions are as follows:

STAD : A cooperative learning method consists of five components those are: class presentation, quizzes (test), individual improvement scores and team recognition.

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Vocabulary : Collection of words or phrases and a list of words in language textbook, usually alphabetically and explained or defined.

A list or collection of words arranged in alphabetical order and explained a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like, a word-book.

Vocabulary Mastery: Comprehend in depth in the full meaning of that vocabulary. It can be said that students have learnt to read with the concentration and directed attention.

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CHAPTER II

REVIEW AND LITERATURE

This chapter contains some theories related to the study. The researcher divides the chapter into three subheadings. The first section will present the definition of vocabulary, the importance of vocabulary, the principle of teaching vocabulary, and the technique of teaching vocabulary. The second section will explain about cooperative learning technique, including the definition of cooperative learning, the key elements of cooperative learning, and the Students Team Achievement Division (STAD). The last section is review of previous study.

A. Vocabulary

1. The Definition of Vocabulary

Language consists of sound, vocabulary, and structure. Vocabulary itself is a central language, because when students are learning English, they need to master vocabulary.

Steven Stahl (2005) states, "Vocabulary knowledge is knowledge". The knowledge of a word not only implies a definition, but also implies "How that words fits into the words".[1]

[1] Diamond, Linda., and Gutlohn, Linda (2006,September) Teaching Vocabulary from http:www.readingrocket.org/article/9943 (January, 12 2009, 9:26 am).

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Fran Lehr (2004) implies, "Vocabulary is knowledge of words and word meanings.[2]

Hornby explains that vocabulary is a collection of words or phrase and a list of words in a language textbook, usually alphabetically arranged and explained or defined[3]. He also added that vocabulary is a total number of words that makes up a language. Vocabulary contains of words to express one's thought, opinion or even idea.

It means that vocabulary knowledge is not something that can be easily learned and be fully mastered; it is something that expands and deepens over the course of a lifetimes.

While the children and adult learn a language, they must comprehend vocabulary. They do not only understand the implication of definition words, but also understand the implication of words that fit into the words. In other words, while they mastered it, they understood the meaning of words easily.

2. The Importance of Vocabulary

Vocabulary as the main part of a language has an important role in learning English as a foreign language. When one learns a new language, s/he must learn the vocabulary first. It can be argued that the most important thing in

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[2] [2] Lehr, Fran (2004) Definition of Vocabulary from http://www.prel.org/products/re_ES0419.hth time 12:18 pm

[3] Hornby. *Oxford Advance Learners Dictionary of Current English.* New York: Oxford University Press, 1984) page: 959

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learning a language is grammar. However without grammar very little can be conveyed, without vocabulary nothing can be conveyed. According to the linguist David Wilkins, as stated in Thornbury:

If people spend most of their time to study grammar, their English will not improve very much. They will see most improvement if they learn more words and expressions. People can say very little with grammar, but they can say almost anything with words[4].

Mastering vocabulary is really essential in developing other skills such as listening, speaking reading and writing. It is expected that learners will be able to use a proper vocabulary not only in oral skills but also written.

The students' listening comprehension, writing, and reading abilities are influenced by their vocabulary. The students who lack will find some difficulties in expressing their ideas and comprehending meaning of a foreign language. Vocabulary helps the students to express their ideas without repeating in composition.

3. The Principles of Teaching Vocabulary

Since vocabulary is a very important part of a language learning, it is needed a set of guiding that can be applied in a variety of teaching and learning situation[5].

---

[4] Scott Thornbury, *How to teach vocabulary*. (England: Pearson Education Limited, 2002) page: 2
[5] David Nunan, *Practical English language teaching*. (New York: Mc Grew Hill Companies, Inc. 2003) page: 135

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KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

a. Focus on the most useful vocabulary first

Teacher should choose words that will be useful for their students to learn. Useful words are words that learners will meet often, or need to use often in their use language situations. Some words can be used in a wide variety of circumstances.

b. Focus on the vocabulary in the most appropriate way

While helping students with difficult definitions is necessary, it is probably more meaningful for learners to do the work themselves. One way to approach this is to set students the task of learning the words for themselves in preparation for class. That way they can bring along to class any questions or problems they are having with the words and the teacher can address these.

The low frequency words do not deserve teaching time in the same way. In class, time can be spent by working on the strategies that help learners deal with low frequency words, bit teaching time should not be spent on the words themselves.

Low frequency words do not deserve classroom time because of their low frequency. It means that when students ask about particular low frequency words, the teacher should either deal with the words very quickly or use the opportunity to focus on a strategy. Four most important vocabulary learning strategies are using word parts, guessing from context, using word cards, and using dictionaries.

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c. Give attention

Give attention to high frequency words across the four strands of a course high frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, writing and reading.

d. Encourage learners to reflect on and take responsibility for learning

We have looked at principle that relate to choosing what vocabulary to teach and the conditions needed for learning it. There is an important principle that lies behind choosing and learning, and that is learners need to realize that they must be responsible for their own learning.

It is not enough to simply tell students the meanings of words or get them to only study words out of context. They need opportunities to see or hear target words in a meaningful context, and opportunities to use target words in meaningful writing and speaking tasks. Challenging students to find these words in reading or listening passages and use these words in particular writing and speaking tasks is a simple way to approach this.

The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Also, in contrast with the development of other aspects of a second language, particularly pronunciation, vocabulary acquisition does not seem to be slowed down by age.

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Vocabulary augmentation seems to become easier as one matures, probably because one has a richer knowledge of the word on which to draw. In addition, the more one's vocabulary develops, the easier it is to add new words- the first ten words are probably the most difficult to learn

4. The Technique of Teaching Vocabulary

There are so many ways in teaching vocabulary. According to Lewis and Jimmie, there are five techniques in teaching vocabulary[6]:

a. Demonstration

The students can be involved as a person in what is going on in the language classroom. The teachers have to choose appropriate methods in teaching new vocabulary in order to be retained effectively in the students' memory. Demonstration high-lights a particular word and helps associate it in the students' minds with both visual and aural memories.

b. Use the real thing

Teachers are able to provide or even draw on the blackboard, the things which are immediately available in the classroom.

c. Draw / Sketch

The teachers are able to draw or make a simple sketch which illustrates meaning, so the students more understand about the meaning of words.

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[6]Michael Lewis and Jimmie Hill. *Practical Technique for Language Learner*. (London: Commercial Colum Press Plc, 1992) page: 102

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d. Use the blackboard to show scales

Words like cool, orange (color) can be explained by presenting them with group of related words.

e. Synonym and antonym

Teachers are able to use synonyms (similar meaning) and antonym (opposite meaning) in teaching vocabulary.

Learning new words is a dynamic process that involves getting compound interest. New words in one's repertoire of responses are incremental, intrusive, propulsive, apparently pushing the possessor on to search for new applications.

B. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative means working together to accomplish shared goals[7]. Within cooperative activities, individuals seek outcomes that are beneficial to all other groups' members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning[8]. Cooperative learning methods share the idea that students work together in a group to learn and each of them is responsible to his teammates in learning the material as well as his own. It is because cooperative learning

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[7] Allyn & Bacon. http://www.intime.uni.edu/coop_learning/ch1/definition.htm (January, 14 2009, 6:26 pm)

[8] Johnson and Johnson. *Cooperative Learning in the Classroom*. (Virginia, Association for Supervision and Curriculum Development, 1994) page: 4

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methods emphasize the use of team success, which can be achieved only if all members of the team learn and master the objective taught. In cooperative learning, the students' tasks are not to do something as a team but to learn something as a team. So, it is not only academic achievement that will be reached but also social achievement because they also learn how to interact with others, help others, and understand that one student has different characteristics with others[9].

There are three concepts of cooperative learning methods: team rewards, individual accountability, and equal opportunity for success[10]. Teams will earn certificates or other team rewards if their achievement above a designated criterion. Individual accountability means that the team's success depends on the individual learning of all team members. It means that the team members should help each other to learn and make sure that everyone in the team is ready for a quiz or any other assessment without their teammates help. Equal opportunity for success means that students contribute to their teams by improving on their past performance. The students from high, average, and low achievers are equally challenged to do their best. That is why all of contributions are valued.

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[9] Robert, E. Slavin, *Cooperative learning: theory, research and practice.* (London: Allymand Bacon, 2005) page: 5
[10] *Ibid*, page: 5

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2. The Key Elements of Cooperative Learning

According to Kessler, there are five key elements of cooperative learning as follows[11]:

a. Team formation

Here, the students are assigned in small group because it can provide maximum opportunities for oral interaction. The group must be arranged in heterogonous. Heterogonous teams are created with randomly. The heterogonous group means that the members of the group are different in academic level, linguistic proficiency, sex, age, personality, type, and learning style even their ethnicity background. Team formation is an important factor in creating positive interdependence.

b. Positive interdependence

Positive interdependence occurs when the students perceive that they are associated with teammate, so that they can not succeed unless their teammate's do. It means that ones can not succeed without others. If one fails, everyone fails. Each student takes and gives the information to complete the tasks. In this case, students work together which is symbolized all for one, one for all.

c. Accountability

Each member must accountable for contributing his part, so that the students can rely on the others' work. Students' achievement can be seen through testing. In this case, teacher can give a test to the students as a group and as

[11] Carolyn Kessler, *Cooperative Learning*. USA: Prentice Hall. Inc. 1992) page: 11

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individual. Although students work together, each is accountable to the group and the teacher for completion for his own part.

d. Social skills

Working collaboratively will make students develop both academic language skills and social interaction skills (cooperative skills). The example of cooperative skills are: negotiating, taking turn, making eye contact, offering and giving help, and perhaps using quiet voices. In addition, according to Slavin (2005:103), students can do an outstanding job of explaining difficult ideas to one another by translating the teacher language into their language[12]. It includes ways students interact each other to achieve activity or task objective and ways students interact as teammate. Through the interaction among each other, the students will get easy to share their variable experience. They can do real work together and promote each others' learning by discussing the solution of the problem given. The learning of social skills ensures that members receive feedback on their participation, and reminds the students to practice the small group skills to work cooperatively.

e. Structuring and structures

Structuring and structures are ways to organize students' interaction. They try to interact in certain domain. Structures can be categorized in several ways. First is function, such as teambuilding, communication skill mastery, and concept

[12] Robert, E. Slavin, *Cooperative learning: theory, research and practice.* (London: Allymand Bacon, 2005) page: 103

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development. Second is complexity, such as the number of structures, simple mini, or large. Third is interdependence, such as teams and team recognition.

It can be concluded that cooperative learning implies a common attitude or behavior in the work or assist in the structure of cooperation among organized in groups, where successful work is strongly influenced by the involvement of every member of the group itself. Cooperative learning can also be interpreted as a joint task structure in an atmosphere of togetherness among group members.

3. The Advantages of Cooperative Learning

a. According to Slavin[13]

a). Students work together to master the academic material.

Students work together in small group to help each other lean, so they will be motivated to get the academic achievement together.

b). Students will be a teacher to their friends actively.

Students take more and more responsibility for their own learning.

b. According to Kessler[14]

a). Cooperative learning is often more relaxed and enjoyable than traditional classes.

b). Cooperative learning creates a positive learning environment, with more students attentive to assigned task.

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[13] *Ibid*, page: 85
[14] Carolyn Kessler, *op.cit*, page: 11

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c). Cooperative learning can help address the needs of heterogonous classes.

d). Cooperative learning offers a wide variety of technique, strategies and considerations for teachers.

c. According to Isjoni[15]

a). Through cooperative learning, the students do not depend on the teacher but they will be more confident with their ability to think and find information from many sources, and learn from each other.

b). cooperative learning can improve the students' ability to show ideas verbally and compare them with others.

c). Cooperative learning can help the students to respect others and realize their weakness, so that they can accept the differences.

d). Cooperative learning helps the students to be more responsible in studying.

e). Cooperative learning is a good mastery to improve the students' achievement both in academic and social skill, including developing prestige and positive interpersonal relation with others, managing the time, and acting positively toward the school.

f). through cooperative learning, the students can develop their ability to measure their ideas and understanding, and receive the feed back. The students can practice in solving their problem without

[15] Isjoni, *Cooperative Learning*, (Bandung: Alfabeta, 2009) page: 46

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being afraid of making a mistake since their decision is the team responsibility.

g). Cooperative learning can improve the students' ability to use information and ability in learning an abstract thing becomes a real thing.

h). Interaction during cooperative learning can improve students' motivation and stimulate them to think.

d. According to Harmer[16]

a). It increases the amount of talking for individual students.

b). There is a greater chance of different opinions.

c). It encourages broader skill of cooperative and negotiation.

d). It promotes students to make their own decision in the group without being told what to do by the teacher.

e). All of students participate in a whole class discussion.

e. According to Mc Groarty (1989), as quoted in Kessler[17]

a). To increase the second language practice through different types of interaction.

b). to support cognitive development and increase second language skills.

c). to integrate language with content-based instruction.

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[16] Jeremy Harmer, *The Practice of English Language teaching (3rd ed)*. (England: Longman, 2003) page: 117

[17] Carolyn Kessler, *op.cit*, page: 2

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d). to include a greater variety of curricular materials to stimulate language as well as concept learning.

e). for teacher, to master new professional skills emphasizing communication.

f). to make students active in learning a language.

f. According to Johnson and Johnson[18] (1994:21)

a). The group goal of all members' learning motivates members to roll up themselves and accomplishes their individual achievements.

b). in a cooperative group, the focus is on both group and individual accountability.

c). Group members do work real together.

d). Members are taught social skills, including both task and team work.

e). It can improve the quality of their learning and team work feedback processes as long as working together.

The main idea of cooperative learning is to motivate students so they can support each other and help each other in mastering the skills taught by teachers. If the students want for the team to get the team award, they must help his teammates to learn the material. They must support his teammates to be able to do their best, show the norm that learning is important, valuable and enjoyable

[18] Johnson and Johnson. *Cooperative Learning in the Classroom.* (Virginia, Association for Supervision and Curriculum Development, 1994) page: 21

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4. Student Team Achievement Division (STAD)

STAD is one of the simplest types of all cooperative learning methods which emphasizes on students' activities and interactions in motivating each other to master maximum academic achievement. In this technique, students are divided into small groups which consist of four or five members in different academic level, gender, and ethnic. Teacher explains the teaching material, then the students work in group and they have to ensure that all the group members have understood about the material given. After mastering the material, they have to have a quiz or a test individually and they are not allowed to help each other.

The main point of STAD is motivating students to help and support each other in achieving the material given by the teacher. They have to help and support their teammates in mastering the material. This technique can help students to have their own responsibility in learning a subject. According to Slavin, STAD consists of five major components as follow[19]:

a. Class presentation

In class presentation, material for teaching learning process is introduced. Every student has to pay attention during the class presentation since doing, so will help him do well on the quizzes, and the quiz scores determine the team scores.

[19] Robert, E. Slavin, *Cooperative learning: theory, research and practice.* (London: Allymand Bacon, 2005) page: 143

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b. Teams

The teams are composed of four or five students who have differences in academic level, linguistic proficiency, sex, age, personality, type, and learning style even their ethnicity background. Here, the students have to help each other in achieving the material. They work together in solving problem. Each members of the team should do his best for his team in achieving the material.

c. Quizzes

After one or two periods of teacher presentation and team practice, the students take individual quizzes. Students are not permitted to help each other during the quizzes.

d. Individual improvement score

This is used to give each student a performance goal that can be attained if he or she works harder and performs better than in the past. Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a "base score", derived from the students' average past performance on similar quizzes. Students then earn points for their teams based on the degree to which their quiz scores exceed their base scores.

e. Team recognition

Teams may earn certificates or other reward if their average scores exceed a certain criterion. Average score is derived from the total of each member's individual improvement points then divided by the number of the team.

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The above theory assumes that behavior in cooperative groups, such as the expansion of cognitive, teaching by friends, models and assessment by a mutual friend led to increased achievement. Award groups are based on individual learning performance created to motivate students to perform these behaviors, but do not have a direct impact on learning.

C. Review of Previous Study

The review of previous study is made in order to avoid unnecessary study and to avoid any duplication. After checking in any university, the writer has found S-1 thesis entitled "The implementation of Student Team Achievement Division (STAD) technique in Teaching reading to the seventh graders of SMP Negeri 1 Taman" written by Dwi Setyorini (2007). Her thesis aimed to know (a) how are the students' responses toward the implementation of cooperative-STAD in teaching reading for the seventh graders, and (b) how far is the students' progress when cooperative-STAD was implemented in teaching reading. From the result of her thesis, she concluded that the cooperative-STAD could improve the students' reading ability.

Second, written by Sri Sulistyawati (2004), this research was aimed to the influence of cooperative learning study (STAD) to students' achievement in Math. (A) Is there influence of the implementation of STAD to Math students' achievement? (B) How is students' response toward cooperative learning type STAD? This research was done in MAN Surabaya, and she concluded that the

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implementation of Student Team Achievement Division (STAD) had positive influence to the learning achievement students'.

Based on the previous study, the writer wants to know whether STAD is effective to teach another point in learning a language, which is vocabulary. Therefore, the writer is going to propose a study entitled "Using Student Team Achievement Division (STAD) to improve vocabulary mastery in the seventh graders of SMP AL-WACHID Surabaya".

There is a similarity between this study and the previous study. It can be seen from the technique they use. Both of them try to apply STAD learning and teaching process. They are also expected to give a good suggestion in applying cooperative learning method in teaching and learning process.

Both of them use qualitative study and use cooperative learning technique in teaching English, but in different point. The pervious study dealt with reading skill, but in this thesis the writer chooses vocabulary mastery because it is the most important component of a language power.

The research design of this study uses collaborative classroom action research to describe the use of STAD. Here, the writer would like to describe the contribution of STAD method on students' achievement by doing such a collaborative classroom action research.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research design, subject of the stuy, research procedure, data collection, and data analysis are carried out to answer the research questions. This section is devoted to describe those points in details.

A. Research Design

This study was Collaborative Classroom Action research (CCAR). The researcher acted as a real teacher who taught the students, and his collaborative teacher acted as the observer when the teaching learning process conducted. The researcher collaborated with the English teacher at the seventh graders of SMP AL-WACHID because the researcher wanted to know about the class problem by observing the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first, especially at B class.

A collaborative action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problem and needs[1].

Since it deals with the classroom setting, this study was directed to develop the teaching strategy in order to find out a solution to the classroom's

[1] Bill Atweh, Stephen K. And Patricia W. *Action research in practice: partnership in social justice in education*, (London: Routledge, 1998) page: 212

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problem in the teaching of English. To cope with the classroom's problem in the teaching of English, the researcher applies Student Team Achievement Division (STAD) during the teaching learning process.

In this study STAD is expected to solve the problems in teaching English subject focus on vocabulary. Proponent of collaborative learning clarifies that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking[2]. According to Johnson and Johnson, there is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals[3]. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers[4].

One of distinctive features of Classroom Action Research is collaboration between teacher and researcher within understanding, dealing with problem, and taking decision to appear an action[5].

The data of this research were analyzed and described in the form of words without using any statistical matter. The researcher describes the condition of the classroom when this technique was applied and analyzed the students'

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[2] Gokhale A.A, 1995, Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education Volume 7, Number 1 Fall 1995*, page: 3

[3] R.T. Johnson and D.W. Johnson, *Action research: cooperative learning in the science classroom*, (Virginia, Association for Supervision and Curriculum Development, 1986) page: 30

[4] Totten, S., Sills, T., Digby, A., & Russ, P. *Cooperative learning: A guide to research.* (New York: Garland, 1991) page: 231

[5] Suranto, Basrowi, Sukidin. *Manajemen Penelitian Tindakan Kelas*, (Surabaya: Insan Cendekia, 2007) page: 22

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responses in a descriptive way. He also took quantitative data obtained from the school, such as student achievement data from tests, the data obtained from observation sheets and questionnaire.

The design of classroom action research used in this study was a cyclical process adopted from Kemmis and McTaggart (1998:50) which consists of four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting[6]. The cyclical process can be seen in figure 3.1.

The data for this study was taken from four meetings. This action was carried out in one cycle and continued to the next cycle until the criteria of success could be achieved. It was done based on the time schedule that had been arranged afterward. The implementation the action was conducted by the researcher as long as one a half month in four meetings.

B. Subjects of the Study

This study was conducted at SMP AL-WACHID, which is located on Jl. Raya Rungkut Kidul No. 99 Surabaya. The subjects of the study are the students of VII B at SMP AL-WACHID Surabaya which consists of 35 students. A class is involving 16 males and 19 females, and B class is involving 20 males and 15 females. The researcher took B class. As stated by the English Teacher or collaborator, that the seventh grade students of B class were having low motivation in learning English, some of them are lazy and careless. They assumed

[6] S. Kemmis and R. McTaggart, *The Action Research Planner*, (London: Falmer press) page: 5-6

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that English is not their language, why they were demanded to learn it. This fact, unconsciously, influenced their English although the teacher had already explained those more than twice. Some considerations why the writer chosen those students were:

1. The seventh grader students are the basic level in Junior High School. So that, the first thing that should be comprehended by them in learning foreign language is vocabulary. It should be begun from the basic level that is the seventh grade of Junior High School students.
2. They had heterogonous characteristics such as intelligences, genders, and come from different social background of the families. Therefore, the use of STAD suited the condition of the class.

C. Research Procedure

Since this was Collaborative Classroom Action research (CCAR), the researcher was involved in the teaching learning process. He observed the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first. Then the researcher acted as the teacher who teaches the students. And his collaborative teacher (the English teacher in that school) acted as the observer who observed the teacher and the students' activities when the teaching and learning took place. Then the writer asked the students' responses towards using of STAD technique in learning vocabulary by using questionnaire.

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The study was conducted under the following procedures: preliminary study, planning, implementing the plan, observing, and reflecting. These procedures were adapted from Kemmis and McTaggart' model (in Hopkins, 1993:49) as shown in the figure 3.1

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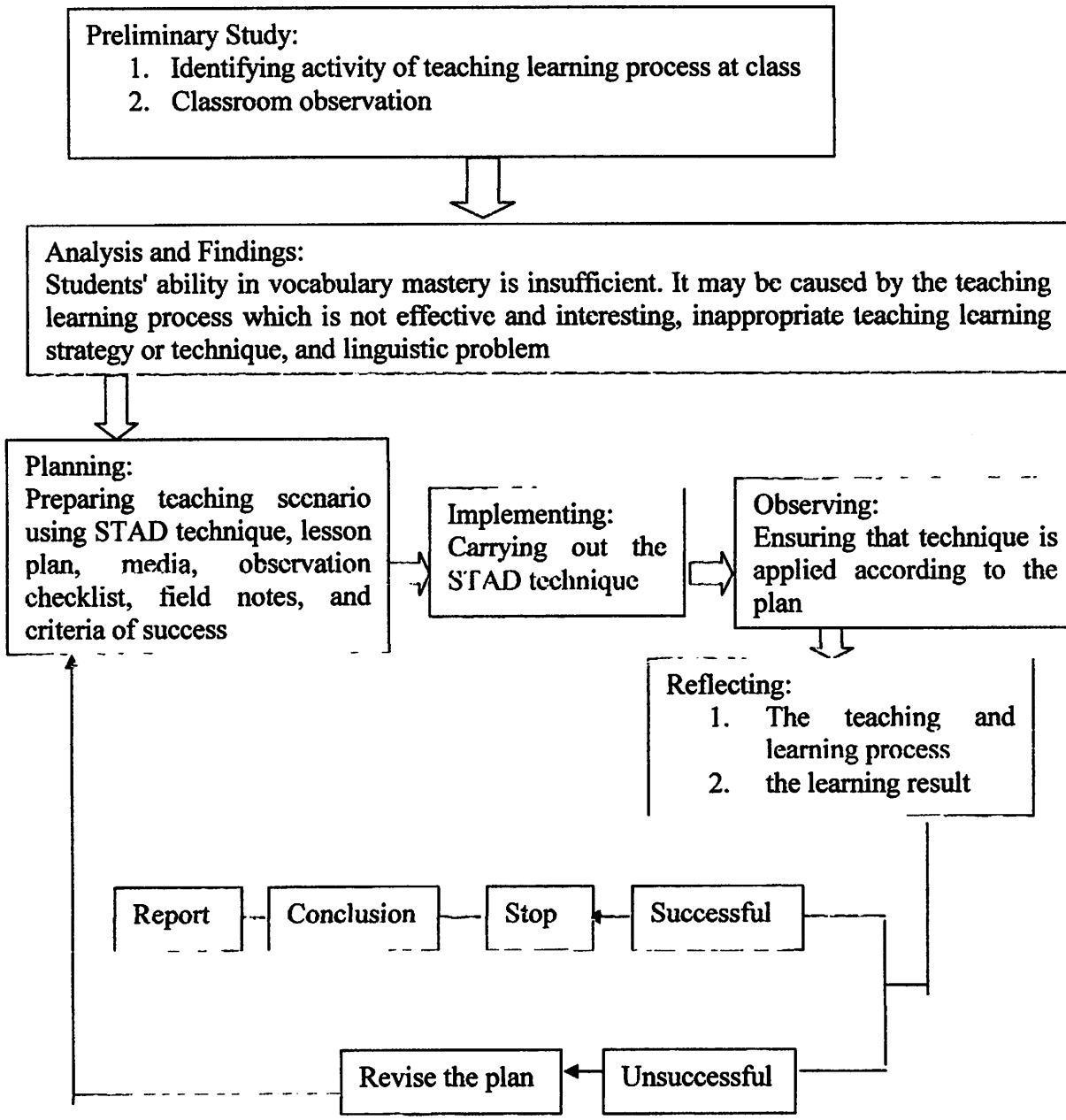

Figure 3.1 the classroom Action Research Procedure adapted from Kemmis and McTaggart (in Hopkins, 1993)

The first step of the study was begun by doing preliminary study toward the English teaching learning process at the second semester of

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seventh graders at SMP AL-WACHID. The finding of the preliminary study was discussed by the researcher and the collaborative teacher. After that, the plan was made by the researcher and the collaborative teacher based on the findings in the preliminary study.

C.1 Preliminary Study

A preliminary study was carried out to identify the English teaching learning process as the setting of the study as well as to get exact information about the students' problems in teaching and learning. It was conducted in May, 2010.

In the first preliminary study, the researcher met the headmaster of SMP AL-WACHID to talk about the plan of doing research at that school. In the second preliminary study, the researcher met the English teacher of the seventh graders for an informal interview and conductedt observation in the teaching learning process.

After conducting an informal interview with the English teacher, documentary study, and classroom observation, the analysis was carried out. From the analysis, it was found that the students' mastery of vocabulary was still insufficient. It was showed from the task of students' result was low and it may be caused by ineffective teaching and learning process, inappropriate teaching and learning strategies or techniques, and linguistic problems. The data obtained from those are used to set up a plan of section.

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C.2 Planning

In the planning step, the researcher and the collaborative teacher prepared the teaching strategy, a suitable model of STAD, prepared instructional material and media, prepared the instrument, and prepared the formative test, designed the lesson plan for teaching learning process, observation checklist, field notes, the criteria of success, and an implementation guideline for teacher to implement the teaching and learning process by using STAD technique. A preparation prior to the implementation of the action based on the result of the preliminary study.

a. Lesson Plan

The lesson plan was designed by considering the following items: (a) course identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching and learning activities, (e) instructional material and (f) assessment and evaluation.

The lesson plan was designed based on the catalog of SMP AL-WACHID SURABAYA that showed the basic competent that students need to be acquired.

b. Instructional Material and Media

In doing the research, both researcher and the collaborative teacher prepared the instructional materials and media which were relevant to the topic for seventh graders class. Both materials and media were taken from textbooks, magazines, newspapers, or other

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available sources and selected by the researcher and the collaborative teacher.

The instructional materials were chosen under the following considerations: (a) it was in time with the theme that should be given and in line with the students' level of proficiency. The media used were (1) interesting, (2) various, (3) in line with the theme, (4) supporting the teaching and learning activity.

C.3 Implementing the Action

After the planning was finished, the researcher and the collaborative teacher implemented the STAD technique. Conducting the study, the researcher acted as the teacher carrying out the lesson plan while the real teacher played the role as an observer observing during the instructional process.

This action was carried out in one cycle and continued to the next cycle if the criteria of success were not achieved yet. The cycle was stopped when the targets of the criteria of success were achieved although it was done only in one cycle. It was done based on the time schedule that has been arranged before.

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C.4 Observing the Action

Observation was conducted to identify the classroom phenomena happening during the teaching learning process. It was conducted when the action was being applied. Observation checklist and field notes were employed to facilitate the observer conducting the observation. The observation was to monitor whether the teacher did each step of the action well or not. Besides, the observation was also to monitor the students' responses toward the action given by the teacher during the teaching and learning process. The result of the observation and the field notes became input for the improvement of the teacher performance in the following meetings as well as in the next cycle.

C.5 Reflection

In reflecting step, the researcher focused on making a judgment whether the study was successful or not. Here, the researcher compared the result of data analysis with the criteria of success. This study was continued to the next cycle when the criteria of success were not achieved yet. In the next cycle, the researcher made some revisions on the teaching strategy.

Reflection was concerned with analysis, feedback, and adoption as a recursive cycle in the classroom. The results of reflection became input for improvement of teaching and learning activities. According to Farell, there are two sorts of reflection employed in the study; namely reflection-on-action and

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reflection-for-action[7]. Reflection-on-action dealt with thinking back on what the teacher had done in implementing the action and on the students' behavior in joining the class. It was conducted after teaching and learning process on each meeting. It was based on the results of the observation and the field notes, and then it was crosschecked with the collaborative teacher. Crosschecked was to share perception about the strengths and the weakness of teacher in implementing the action. Moreover, it was also used to check the students' behaviors in doing the task. In brief, the objective of reflection –on-action was to improve the teacher steps in implementing the action in the meeting.

Reflection-for-action was a reflection as a total process conducted at the end of each cycle. It was made to judge to what extent the students' ability in each cycle had been improved. In addition, the strengths and the weaknesses in implementing STAD for several meetings are also evaluated.

D. Source of Data

The data of this study were the result of observation checklist to the implementation of STAD to improve vocabulary mastery, and the result of questionnaires to know the students' responses towards the use STAD to improve vocabulary mastery. The data of the study were obtained from the result of observation checklist, documentation and the questionnaire.

[7] T. Farell, *Reflecting Teaching the principle and Practice.* (London: English Teaching Forum, 1998) page: 10

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The researcher got the data through informants, learning activities and the documents. The Informants were the teachers who know about the implementation of cooperative learning and have been applying it in teaching and learning. The data consists of the process of STAD, training manuals, syllabi, lesson plans, student assignment reports, and other supporting data.

The data were classified into qualitative and quantitative. Qualitative data includes words and actions, prints, photographs; while quantitative data was in the form of statistical data, with explanations as follows:

1. Qualitative data

   a). Words and actions

   Words and actions were observed from the results of field notes and record observations.

   b). Written sources

   Written sources could not be separated from other sources. Researcher received data originated from the supporting books, school records, personal papers and official documents.

   C). Photo

   Researcher took a photo as one of the evidence has been conducting research in SLTP AL-WACHID

2. Quantitative data

   Quantitative data were obtained from the students' task and questionnaire.

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E. Research Instrument

Research instruments are used to collect the data to answer all of the statement of the problems. The research instruments are observation checklists, questionnaires and documentations.

1. Observation checklist

An observation checklist is used to gather, inspect and observe any information on what was going on the classroom when STAD technique is implemented during the teaching and learning process. The answers of the checklist would be the answer of the first question of the research problem. The indicators in measured in the observation checklist were:

1. The topic used which comprises 3 items
2. The teaching-learning process which is divided into teacher activities which have 8 items and students activities which consist of 7 items (Appendix 1-4).

2. Field Note

The field notes are used to investigate the teacher's and students' activity which are beyond the observation checklists. It contain written descriptions of what the observer heard, saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom. These field notes were intended to anticipate the possibility of losing the relevant data during the implementation of

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action. The aspects include the appropriateness of the technique used, and the students' behavior and the problem during the implementation of STAD. (See appendix 5-6).

3. Questionnaire

Questionnaire is used to know the students' responses towards using of STAD to improve vocabulary mastery are applied. Saifuddin (2001) said that questionnaire itself is in the form of questions concerning the main idea which is needed by the researcher. Questionnaire is used by researcher to take cognitive and affective aspects of students. (Appendix 7)

5. Documentation

Documentation is obtained from the calculation of weeks, days, and effective and ineffective hours for a semester, syllabus, lesson plans, minimum completeness criteria (MCC) and semester program made by the teacher. It was also done to know the assessment of teacher.

F. Techniques of Data Collection

In this study, the writer took three steps. First, did an informal interview with the teacher whether she had used STAD technique or not before. This action was conducted to get more information about the seventh grade of B class.

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Second, observed the teacher's and students' activities during the teaching and learning process in teaching English subject. In this case, he came to the seventh grade of B class as an observer. He made a note to describe the teacher and students' activities during the lesson before he conducted STAD technique.

Third, the researcher acted as the teacher who taught the students. And his collaborative teacher acted as the observer who observed the teacher and the students' activities when the teaching and learning take place.

The last step was giving questionnaires to the students in order to find the students' responses toward the use of STAD techniques at the end of the lesson.

The data obtained from the above instruments are used to provide information of what aspects of the target which have been achieved and of those which should be revised.

G. Data Analysis

The writer analyzed the data obtained from the observation qualitatively based of the design used in this study, descriptive qualitative analysis. According Saifuddin[8], numerical measures are not advisable in a qualitative study. He described the information concerning the classroom interaction when STAD technique was applied in teaching vocabulary. The researcher described the teacher and the students' activities during the teaching learning process based on the observation checklist.

[8] Saifuddin, *Metode penelitian kualitatif* (Bandung: CV. Pustaka Setia 2009) page: 77

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Second, the researcher analyzed the result of observation checklist that was done by his collaborative teacher as the observer who observed the teacher and the students' activities when the teaching and learning took place. In the process of analyzing the result of the students' active involvement during the class, the students were considered to be students' actively involved in the students' activity during teaching learning process.

The third, the researcher analyzed the result of the test, reading comprehension test was conducted at the end of each cycle.

The last step, the researcher analyzed the questionnaires which were given to the students with the follow formula:

$$P = \frac{f}{N} x100\%$$

P = Minimum Value of mastery learning

F = total earned

N = the number of students

And then the writer interpreted the questionnaires about the students' responses towards the use of STAD technique.

G. The Criterion of Success

The criterion is set up in order to judge whether the implementation of the action is being effective or not. Therefore, the criteria are used to see whether the

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use of STAD to improve vocabulary mastery succeeded of failed. It is done to decide whether another cycle of action is needed.

There are four criteria used in the research to measure the success of the action: (1) the teacher has a good performance in using STAD technique, (2) the students are enthusiastic and more than or equal to 75 percent of them participate during the teaching and learning process, (3) the students' mean score are greater than or equal to 60, and (4) more than or equal to 60 percent of the students' score is greater than or equal to 60.

The criterions of successful mastery learning are determined based on the minimum completeness criteria (MCC). Mastery learning can be calculated through the formula.

Next, the criterion of individual improvement points for cooperative learning was counted by using Slavin's formula as follows:

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Table 3.1

The degree of student's improvement points

No.	Students' score	Improvement point
1.	More than 10 points below base score	5
2.	10 points below to 1 point below base score	10
3.	Base score to 10 points above base score	20
4.	More than 10 points above base score	30
5.	Perfect paper (regardless of base score)	30

Cited from: Slavin, 2005:80

In determining the reward, there is a certain criterion as follows:

Table 3.2

Team Average Criterion

Team Average Criterion	Award
15 points	Good team
20 points	Great team
25 points	Super team

Cited from: Slavin, 2005:80

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings, which includes implementation of Students Team Achievement Division (STAD), improvement after using STAD technique, and students' response when using STAD technique.

A. Implementation of Students Team Achievement Division (STAD)

In the implementation of STAD technique, the researcher presents the result of four cycles. In every cycle includes planning, implementing, observing, and reflecting.

1. First Cycle

a. Planning

In this step, the researcher discussed with Mrs. Pipit as the English teacher about the students' problems during the teaching-learning process. From this case, the researcher offered to Mrs. Pipit to implement Students Team Achievement Division (STAD) as a method to learn English, especially to improve students' ability in vocabulary understanding. STAD built around the coordination of speech and action, and the students found it easier easy to understand the meaning of vocabulary in command, sentences and action verb. STAD also made students fun and

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enjoyable during English teaching-learning process in the classroom.

First action was conducted on Monday, May 03rd 2010 on 09.45 to 11.30 a.m. at SMP AL-WACHID Surabaya. First cycle was conducted by the researcher itself. Mrs. Pipit gave occasion to the researcher to conduct it by himself, and Mrs. Pipit was only as an advisor and informer. Before the first action was conducted by the researcher; the researcher prepared a lesson plan, the material about "Physical Appearance", check list, field note, task and test as the instruments to collect the data.

The first step, researcher met Mrs. Pipit as English teacher at SMP AL-WACHID to ask the syllabus that was appropriate in the school. There were four aspects that were considered by the researcher to make the lesson plan, they are: (1) Objective of the teaching learning process. (2) Source of the material and media. (3) Teaching learning activities in the classroom and (4) Evaluation and assessments (see appendix 15).

Second step, the researcher prepared observation check list and field-note as the instrument to collect the data during the implementation of STAD technique. The researcher collected the data concerned with the implementation of STAD technique, the teachers' and students' activities during teaching-learning process

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in the classroom and the students' responses in English teaching by using STAD technique (see appendix 1-4).

The last step, reflection was conducted in the end of the first action. Reflection related to the evaluation, before conducting it, the researcher provided a task to measure the students' ability in understanding vocabulary, especially "Physical Appearance". Assignment focused on reading activity, so the researcher prepared "Physical Appearance" task.

After the researcher prepared a task, the researcher also made a script of test based on the material (see appendix 12).

b. Implementing The Action

This action was conducted on Monday, May 03rd 2010 on 09.45 to 11.30 a.m. In the first meeting, teacher told the aim of learning and the method of reaching the aim. Because STAD never be applied before, it needed much time to tell and explain the rule. And the teacher also stuck pictures on the blackboard as a media to stimulate the students' curious easily.

On the first activity, the teacher elicited new words through "Whispering words" game. The researcher divided some students into some groups, and then the researcher gave some clues by action based on the word list below:

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Fat	eyebrow	thin	tongue finger		bald	straight hair
Curly hair	blond hair	long hair	chubby pointed nose			
Slanted eyes	wavy hair	flat nose	forehead	head		

Figure 4.1 Physical appearances

On the second activity, there was a class presentation. Teacher gave and explained the materials which were related to what students would discuss. Teacher encouraged the students by relating the topics with their daily life. Teacher asked all students "Do you ever know "Physical Appearance"?" Students' responses: "No, I don't know". For this answer, the teacher gave examples by using speech and action "Can somebody come forward, please? A student came and teacher asked "what is your name? He answered "Yusman, sir". Teacher said to class "ok, I will express about Yusman". He (Yusman) is fat enough, his eyes are wide and also he is the captain of this class. "So, do you know what I do?" teacher asked. "Describing someone, sir!" students said. From those, most students knew that Describing is "Menggambarkan". Based on it, the teacher invited students to come forward and describe the physical appearance. This activity was called by class presentation.

On the third activities, students were divided into five groups where each group has various abilities. And each group consisted of seven people.

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The next activity was team work. The teacher provided task by grouping activity. The task was about physical appearance. The researcher asked students did a work sheet in order to comprehend the material by their group. It was a peer-tutoring, which the upper level student (academically) helped their team mates to master the material. All members of team mate had a responsibility to help one another. They must help each other in order that the lesson may be understood, then every student wrote on their paper what the task meant. Next, the teacher asked a paper was collected as group work sheet. In this activity, researcher acted as a facilitator and motivator.

c. Observing

In this step, the researcher played role both as the teacher and the real teacher played role as the observer. Before the observation, the researcher prepared observation check list and filed-note to ease the data in the collection process. During implementation of STAD technique, the observer described the teacher and students' activities briefly through field note, but after the implementation the action finished, the researcher described the condition in the classroom completely in field note.

During the implementation the action, there were cooperation among the teacher and students. In the classroom, students paid attention to the teachers' instruction. The teaching

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and learning process went smoothly. In fact, most students did not know the meaning of some words. From this case, there were many mistakes when they wrote words about physical appearance. Another problem was student found it was difficult to pronounce the words correctly.

d. Reflecting

This activity was conducted by the researcher since the first meeting and after the researcher brushed the material up again about physical appearance on Friday, May 14th, 2010 on 9.30 to 10.45 a.m. The researcher evaluated students by testing students based on the material (see appendix 12). They did the task individually to make sure that they had mastered the material. Next, they did the task in the worksheet together. In this step, they were not allowed to help one another as doing worksheet on group. This evaluation was very important in cooperative learning method because this evaluation needed more discussion to master the material and solved the problems, and the result was good enough. It means that most students got good score: 80 (13 Ss'), 70(10 Ss'), and 60 (12 Ss'), (see appendix 12).

In this cycle, the researcher found there were some important points that should be given more attention. The first was about the technique. It was found that there were many students who were still confused about the rules. Here, the researcher

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should explain the rules more clearly to them. Beside, he had to give more attention in introducing the technique of the game to control the students' interaction well. The second was about time allocation. Most of the students made mistake in their role and took a longer time to play the game. Seeing this, it was important for the researcher to control the time allocation to play the game. The next was about the class setting. The undetermined group made the students' seating arrangement messed up. So, in the next meeting, the group's members had to be written in order not to spend much time to look for their own group each other.

2. Second Cycle

a. Planning

In this step, the researcher took "Profession" as a material, because the researcher thought that this material could be introduced by speech, action and grouping. The main objective was listening to descriptive text. In this stage, the researcher who acted as the practitioner made some improvement based on the result of the first cycle. It was about the explanation. Here, the researcher planned to explain the rules clearly than before. He also planned to try answering any questions related to the technique in order the students got clear explanation and understood what they would do.

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This action was conducted on Friday, May 21st 2010 on 9.30 to 10.45 a.m. Before the implementing the action, the researcher prepared a lesson plan, check list, field-note, task and test.

As the first step, the researcher searched material that was related to profession in textbook and the students' worksheet. Next, the researcher created a lesson plan by considering: (1) Objective of teaching-learning process, (2) Source of materials, (3) Teaching-learning activities in the classroom and (4) Evaluation and assessment (see appendix 17).

The second step, the researcher prepared observation check list and field-note. The researcher collected the data concerning the implementation of STAD technique, the teachers' and students' activities during teaching-learning process in the classroom, and the students' response during teaching-learning process by using STAD technique (see appendix 6).

The third step, the researcher prepared a task to measure the students' ability in understanding kinds of profession. The assignment focused on writing skill, so the researcher chose writing activities that was appropriate with their level and interest, namely: matching pictures with suitable word (profession), and fill in the blank.

The last step, the researcher prepared a test as the students' evaluation in the reflection step. As an instrument in evaluation,

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the researcher chose descriptive text in the dialog form about profession shortly (see appendix 13).

b. Implementing The Action

This action was conducted by the teacher on Friday, May 21st 2010 on 9.30 to 10.45 a.m. The teacher focused on reading and writing skill.

Firstly, the teacher elicited new vocabulary by using "Gesture" game, which the teacher invited some students as model to demonstrate the action based on the pictures below:

Figure 4.2 kinds of profession

Teacher gave and explained material which was related to what students would discuss. Before giving material, teacher encouraged the students by relating the topics with their knowledge. He also gave opportunities for the students to ask any questions about the rules. It was done because he wanted to make sure the students got clear explanation. Then, the researcher explained the interrelated topic that would be taught to the students about descriptive text and the generic structure of the text. This activity namely was class presentation.

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On the second activities, students were divided into five groups where each group has various abilities. And each group consisted of seven people.

The next activity was team work. The teacher provided task by grouping activity. The task was about the appropriate profession to man and woman and what the reason is.

Task 8

Which jobs are suitable for men and which ones are for women? Why? Discuss in groups of four, fill in the columns and write your reason!

Jobs			
For men		For women	
Names of Jobs	Reasons	Names of Jobs	Reason

Figure 4.3 task of profession

It means during the application, students did the worksheet together within their team mates. They read and understood the material. Next, they did the task in the worksheet together. It is very important in cooperative learning method because it needed more discussion to master the material and solved the problems.

Thirdly, the teacher provided a task to students. The instructions were:

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1. Students looked for the difficult words.
2. Students comprehended descriptive text focused on professions based on a task "Fill in the blank".
3. Students did a task "Fill in the blank"

c. Observing

In this meeting, the students understood the rule of STAD better than before. The topic made them motivated and understood what they had to do. The cooperative behavior had been showed by them during the teaching learning process.

When the action was done by researcher, the students were relaxed, it may be caused by the fact that researcher managed the class by grouping the students and they learned and discuss one another. The problems that appeared when the discussion was done were the students used Indonesia-English to speak, and students found it difficult to write the reasons in English. From this case, the researcher provided a glossary or words in the board. It was aimed to ease the students to write the reasons, but most students wrote the reason in Indonesian language.

For example:

- Driver -- drive.....
- Singer -- sing .....
- Teacher-- teach .....
- Chef -- cook.....
- Types -- type a letter .....
- Soldier -- war in.....
- Doctor -- check up the condition patient ...

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d. Reflecting

In this step, the researcher conducted on the second meeting and Monday, May 29th 2010 on 09.30 to 10.45 a.m. After the researcher repeated to explain the material about kinds of profession, next, the researcher conducted a test (see appendix 13).

In fact, most students tried to comprehend the task then they answered the questions. The result was good. It means that most students got good score: 90 (12 Ss'), 80 (12 Ss'), 70 (8 Ss'), and 60 (3 Ss'), (see appendix 14).

In general, the use of STAD technique was run well. The students enjoyed in teaching-learning process. There were only few mistakes when they read and wrote some new vocabulary; also they felt relaxed when their task was done. Then, the teacher provided a glossary or words in the board. It was aimed to ease the students to write the reasons, but most students wrote the reason in Indonesian language. In this meeting, the teaching and learning process was appropriate with the lesson plan and better than before.

The researcher found advantages and disadvantages using STAD, among them:

1) Advantages

1. Using STAD technique can stimulate students' concept of the meaning vocabulary.

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2. Students can understand easily the meaning of vocabulary by using STAD technique.
3. STAD technique can make a joyful situation in the classroom. It encouraged students more active in the classroom.

2) Disadvantages

STAD technique is not appropriate to apply in the large class, because if there are more than thirty students, it may be caused the chaos in the classroom.

B. Improvement After Using STAD Technique

Improvement is a process that is aimed to increase the quality of students itself. It is very difficult to do, but the improvement could be done when the teacher try to change the method and strategy of teaching and learning process.

In this case, the researcher tried to change the method and strategy to teach English, especially vocabulary from Grammar Translation method into Student Team Achievement Division Technique. According to the result of observation previously, the teacher used translation technique. It means that most activities in the classroom used translation activity from English into Indonesia or Indonesia into English, and as supplementary activities complement, she explained grammar or structure directly. The researcher states that using Grammar Translation method was not suitable to apply in

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secondary school, because it made students difficult to understand vocabulary, and it caused boredom.

From this reason, the researcher tried to improve the students' ability in understanding vocabulary by using STAD technique to introduce and explain new vocabulary in secondary school. While the researcher applied it, the researcher was also used some ways of introducing new vocabulary, such as: the real things i.e. pictures, draw and sketch, and explanation verbally. The researcher used pictures as the instructional media in every cycle to ease the teacher in introducing new vocabulary.

The researcher states that using action and speech, the real things, draw and sketch, explanation verbally and picture as the instructional media were very useful to make students more easily to understand the meaning of new vocabulary than translation. This method and technique was also minimizing the students' mistake to understand the meaning of vocabulary, and this method was very congenial to create fun and joyful situation in the classroom during English teaching-learning process.

This evidence could be reinforced by the students' scores (see appendix 14). It presented that STAD technique can improve the students' ability in understanding vocabulary during teaching-learning process.

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C. The Students' Response in English Teaching by Using STAD Technique

During the researcher conducted observation that was started first until second cycles, the researcher found out evidences focused on the students' response when using STAD technique in the classroom.

Based on the students' activities in the classroom that was started from the first until the second cycles, STAD technique could encourage students more active involve then before. For examples, when the teacher implemented STAD technique focused on "Physically appearance" , and "Job or profession", most students tried to imitate the teachers' demonstration by using speech and action then in "whispering", and "Guessing" game, most students tried to guess the action verbs, even though in Indonesian language.

Those evidences were reinforced by the students' responses from questionnaire. On Friday, May 21st 2010 at 10.45 a.m. after second cycle was over. The researcher provided the questionnaires to students (see appendix 7). The result is that most students were very happy when they learned English by using STAD technique. STAD allows students to learn English actively, even though they can not speak out the language. STAD also creates fun situation in the classroom, so they had joyful learning in the classroom.

According to those evidences above, the researcher can conclude that Student Team Achievement Division Technique can encourage the students' active involvements in the classroom, and STAD was also create fun situation during teaching-learning process then students enjoyed to learn English in the classroom.

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D. The Result of Questionnaire And The Discussion of Research Finding

a) The Result of Questionnaire

To know the students' responses toward learning teaching process, the researcher distributed questionnaires for all students consists of 15 questions, and it was given to the students in the last cycle.

After giving the questionnaires, the researcher analyzed every number of questions to measure the students' responses by using the following pattern:

$$P = \frac{f}{N} x 100 \ \%$$

P = the rate of students responses

F = total earned

N = the number of students

Concerning the result of the questionnaires, the researcher comes with a conclusion that STAD could help the students to improve their vocabulary because the games could create a relaxed atmosphere, so that the students could express their idea freely. Moreover, the topic used in the implementation of STAD could motivate them to participate actively in the class because they had already been familiar with some words related to the topics. In shorts, from the students' responses in the questionnaires toward the use of STAD technique, the researcher concludes that STAD could give a great deal of contribution to the students' vocabulary understanding if the technique is applied in an expected atmosphere. The followings are the indicators in measured and elaborated in the questionnaires:

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1. The students' opinion about English subject (1)
2. The students' opinion about cooperative learning (2-6)
3. The students' opinion about the advantages and disadvantages of using cooperative learning for teaching vocabulary (7-10)
4. The students' opinion about teacher's role (11-12)
5. The students' opinion about the topics used in cooperative learning (13-15)

The result is presented in the following table:

Table 4.1 the result of questionnaire

Questions	A	B	C	D	Total of respondent
1.	7	10	6	3	35
2.	12	13	8	2	35
3.	17	12	6	-	35
4.	13	15	7	-	35
5.	19	13	3	-	35
6.	15	14	6	-	35
7.	12	13	6	4	35
8.	17	10	6	-	35
9.	18	10	7	-	35
10.	16	12	7	-	35
11.	9	16	10	-	35
12.	13	17	5	-	35

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13.	19	12	4	-	35
14.	14	14	7	-	35
15.	19	13	3	-	35

b) The Discussion of The Research Finding

In the description of the research findings, the result of questionnaires has been briefly explained; the results of the questionnaire are analyzed based on the research problem that is going to be revealed. In this part, the discussions are divided into five matters.

The first is about the students' responses of English lesson. Based on the result of the questionnaire, it was likely that most of the students liked English lesson. Although 8, 5% of the students stated that they rather liked English lesson. As their words that English was not their language and not important for their knowledge.

The second research problem is about the students' responses on cooperative learning. Based on the questionnaire, it could be illustrated that the technique applied was interesting. About 48, 5% of the students admitted that the implementation of the technique was easy to be followed. It is illustrated during the teaching learning process; most of students were involved and felt joyful in the activity. While 37, 1% of the students said that it is very important to know the rules how to play this game. It was caused that the teacher could not explain the rules in detail and they needed more time to understand the rule that was explained by the teacher. About 48, 5% admitted that STAD technique was very interesting method to be

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learned, and 34, 2% of the students said that they like this game. It could be seen from students paid attention to their friends when they share their opinion. In addition, most of the students considered that the technique was appropriate and able to help students to explore their opinion. This could be seen from the result of the questionnaire' 82, 7% of the students could get their idea by using this technique.

The third is about the students' responses of the students' opinion about the advantages and disadvantages of using cooperative learning for teaching vocabulary. It is described that 48, 5% of them admitted that they liked vocabulary because by mastering vocabulary can help them to understand or comprehend the content of the topic. Even though 17, 1% do not seem to like learning vocabulary. Their vocabularies were adequate to discuss the related topic. After the implementation of the strategy, there were 82, 7% of students who stated that the technique was very necessary to be implemented in SMP AL-WACHID Surabaya. This is because the technique was beneficial to improve students' vocabulary. Based on the result of the questionnaire, it could be concluded that this technique has many advantages for students in enhancing their vocabulary.

The fourth is about the students responses of the teacher's role in the application of the technique. The result showed that 62, 8% of students mentioned that the teacher helped them to participate actively in the activity. In addition, they also stated that the teacher gave them opportunities to ask questions related to the topics. It could be concluded that the teacher's role

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was really good in the class, so that the students could comprehend the materials well.

The last is about the students' responses toward the topic used in STAD technique. The result illustrated that 54, 2% of students admitted that the topic was interesting and 40% of them said that the topics could help them participate actively in the activity because they had been familiar with some words related to the topics.

In conclusion, the above discussion showed that student' responses toward the implementation of STAD technique was gradually good because the students admitted by themselves that this technique was useful for them.

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CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter mainly presents the conclusion and the suggestion of this thesis. The analysis in the previous chapter are concluded and finally the researcher will attempt to suggest some important matter concerning to the discussion of this thesis. These suggestion are considered to be important for everyone especially teacher or other researcher who is going to conduct the research in the same field.

A. Conclusion

Based on the result of the observation and discussion in chapter IV, it can be concluded:

1. STAD technique is implemented through two topics on four meetings. The topics used were: *physical appearances* and *profession*. These were implemented by using collaborative classroom action research which has four steps, such as: planning, implementing, observing and reflection. Based on the description and the discussion in the previous chapter, it can be seen that the implementation of using STAD could improve the students' vocabulary of the seventh grade SMP AL-WACHID. The technique could lead the students to interact and socialize with others. The technique also reduced the students' bored of learning English that was considered as one of the main factors

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inhibiting them for practicing the target language. So, by using STAD technique, the students could improve their vocabulary.

2. The students' responses toward the use of STAD technique were very good. The questionnaires showed that 42, 8% of the students' stated that this technique was very necessary to be implemented at SMP AL-WACHID Surabaya. In addition, 54, 2% students liked the technique which was used by the teacher since they could improve their sense of unity, responsibility and self confident by helping each other in their group. They also could solve their task or job easily when they worked in groups. They agreed that this technique was beneficial to improve students' vocabulary. It could be concluded that this technique has many advantages for the students in mastering vocabulary.

B. Suggestion

In order to improve the students' vocabulary mastery and the process of English teaching learning more fun and well, the researcher suggest to the English teacher has to formulate his/her technique as follows:

1. The teacher should have a good preparation when using their technique. Before using a technique, s/he should understand the technique in depth in order to avoid some mistakes like what happened in this study.
2. Besides having good preparation, teacher should monitor the students' activity well to avoid students' domination in their groups.

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