THE EFFECT OF USING STAD TECHNIQUE ON THE SEVENTH GRADE
STUDENTS’ TENSE ACHIEVEMENT IN WRITING SENTENCE AT SMPN 3
BALUNG IN THE 2011/2012 ACADEMIC YEAR

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree
at the English Education Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
University of Jember

By:

MUHAMMAD ARIF EFENDI
070210401112

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012
THE EFFECT OF USING STAD TECHNIQUE ON THE SEVENTH GRADE STUDENTS’ TENSE ACHIEVEMENT IN WRITING SENTENCE AT SMPN 3 BALUNG IN THE 2011/2012 ACADEMIC YEAR

THESIS
Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, The University of Jember

By:
MUHAMMAD ARIF EFENDI
070210401112

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
2012
DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Moch. Dhofir and Dewi Indah Mulyati;
2. My beloved Brother, Imron Wahyudi;
3. My irreplaceable friends, ERegTuS (English Regular Two Thousand and Seven). Especially Shofwan Hamid and Hedri
4. For Mazidatuz Zahro who always accompanies and gives me motivation and spirit
MOTTO

We Never Walk Alone
Together we can, divided we fall
STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University /Faculty libraries in all forms of media, now or hereafter known.

Signature : _______________________

Name : M.Arif Efendi

Date : 02 FEBRUARY 2013
CONSULTANTS’ APPROVAL

THE EFFECT OF USING STAD TECHNIQUE ON THE SEVENTH GRADE STUDENTS’ TENSE ACHIEVEMENT IN WRITING SENTENCE AT SMPN 3 BALUNG IN THE 2011/2012 ACADEMIC YEAR

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education University of Jember

Name : M.Arif efendi
Identification Number : 070210401112
Level : 2007
Place, Date of Birth : Jember, February 02\textsuperscript{nd}, 1988
Department : Language and Arts
Program : English Education

Approved By:

Consultant I

NIP 196806021994032001

Consultant II

Dra. Siti Sundari, M.A.
NIP 195812161988022001
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Date :
Place : the Faculty of Teacher Training and Education, University of Jember

Examiners team

The Chairperson
Dr. Budi Setyono, M.A
19630717199021001

The Secretary
Dra. Siti Sundari, M.A.
NIP 195812161988022001

The Members,

   NIP 196806021994032001

   1.

2. Drs. I Putu Sukmaantara, M.Ed.
   NIP 196404241990021003

   2.

The Faculty of Teacher Training and Education
The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 195405011983031005
ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah, for His entire mercy and blessing till I can finish my thesis entitled “The Effect of Using STAD Technique on the Seventh Grade Students’ Tense Achievement in writing sentence at SMPN 3 Balung in the 2011/2012 Academic Year”.

I would like to express my deepest appreciation and sincerest thanks to the following people:
1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My first consultant, Mrs. Musli Ariani, and my second consultant, Mrs. Siti Sundari, for the guidance and valuable suggestions that have led me to compile and finish my thesis.
5. The examination committee.
7. The lecturers of the English Education Program who have taught and given me a lot of knowledge from not knowing to knowing
8. The Principal, the English teachers, and all of the seventh grade students of SMPN 3 Balung – Jember, especially class VII-A, VII-B, and VII-C who helped and participated willingly to involve in this research.

I do understand that this thesis has some weaknesses. Consequently, I hope that there will be constructive criticism and suggestions from the readers to make this thesis better. Finally, I hope that this thesis will be useful for the readers.

Jember, October 2012

Writer
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT AUTHENTICITY</td>
<td>iv</td>
</tr>
<tr>
<td>CONSULTANTS’ APPROVAL SHEET</td>
<td>v</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINATION COMMITTEE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>THE LIST OF APPENDICES</td>
<td>xi</td>
</tr>
<tr>
<td>THE LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>xiii</td>
</tr>
</tbody>
</table>

I. INTRODUCTION

1.1 The Background of the Study ................................................. 1
1.2 The Problems of the Study ..................................................... 4
1.3 Objectives of the Study ......................................................... 5
1.4 The Significance of the Study ............................................... 5

II. REVIEW OF RELATED LITERATURE

2.1 Cooperative Learning Definitions ........................................... 6

2.1.1 The Elements of Cooperative Learning .................................. 7

2.1.1.1 Positive Interdependence .............................................. 8
2.1.1.2 Individual Accountability ............................................. 8
2.1.1.3 Face-to-face Interaction ............................................... 8
2.1.1.4 Development of Social Skills ......................................... 9
2.1.5 Group Evaluation ................................................................. 9

2.1.2 Models of Cooperative Learning ........................................... 10

2.2 The Features of Student Team-Achievement Division (STAD) ................................................................. 11

2.2.1 The Components of Student Team-Achievement Division (STAD) ................................................................. 12

2.2.1.1 Class Presentation .......................................................... 12

2.2.1.2 Group .............................................................................. 12

2.2.1.3 Quizzes .......................................................................... 13

2.2.1.4 Individual Improvement .................................................. 13

2.2.2 The procedure of Implementing STAD technique ................. 14

2.2.2.1 Prepare materials which are going to be taught to the students ................................................................. 14

2.2.2.2 Assign students to Teams ............................................... 14

2.2.2.4 Teach ........................................................................... 15

2.2.2.5 Team Study .................................................................... 15

2.2.2.6 Test .............................................................................. 16

2.2.2.7 Team Recognition ......................................................... 17

2.2.3 The Strengths of STAD .......................................................... 17

2.2.4 The Weakness of STAD in the Classroom ............................ 18

2.2.4.1 Team Member not Getting Along .................................. 18

2.2.4.2 Absences ...................................................................... 18

2.2.4.3 Ineffective Use of Team Practice Time .......................... 18

2.2.4.4 Students face that individual Improvement Score System is not fair ................................................................. 18

2.3 Sentence writing ........................................................................... 19

2.3.1 Basic elements of Sentence .................................................. 19

2.3.2 Types of Sentence ............................................................... 20

2.3.3 Controlled Sentence Writing ............................................... 21
2.4 English Tense ................................................................. 22
  2.4.1 Simple Present Tense .................................................. 23
  2.4.2 The use of Simple Present Tense ................................. 23
  2.4.3 The Principle of Simple Present Tense ......................... 24
  2.4.4 The Use of Present Continuous Tense ......................... 25
  2.4.5 The Principles of Present Continuous Tense .................. 26
2.5 Previous Research on STAD ........................................... 27
2.6 Research Hypothesis ...................................................... 28

III. RESEARCH METHODS

  3.1 Research Design .......................................................... 29
  3.2 The Operational definition of the term ............................ 31
    3.2.1 Student Team achievement division ............................ 31
    3.2.2 Tense Achievement ............................................... 32
    3.2.3 Writing English Sentences ..................................... 32
    3.2.4 The Experimental Treatment ................................... 32
  3.3 Area Determination Method .......................................... 33
  3.4 Respondent Determination Method .................................. 33
  3.5 Data Collection Method ............................................... 34
    3.5.1 Test ........................................................................ 34
    3.5.2 Interview ............................................................... 38
    3.5.3 Documentation ....................................................... 38
  3.6 Data Analysis Method ................................................... 39

IV. RESEARCH RESULTS AND DISCUSSION

  4.1 The Description of the Experimental Treatment .................. 40
  4.2 The Result of Supporting Data ........................................ 42
    4.2.1 The Result of Interview ......................................... 42
### THE LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Research Matrix</td>
<td>55</td>
</tr>
<tr>
<td>B. Interview Guideline, Documentation Guideline</td>
<td>57</td>
</tr>
<tr>
<td>C. Homogeneity Test</td>
<td>58</td>
</tr>
<tr>
<td>D. The Homogeneity Test Scores of the Eighth Grade Students of SMPN 3 Balung</td>
<td>61</td>
</tr>
<tr>
<td>E. The Analysis of Variance Computation</td>
<td>62</td>
</tr>
<tr>
<td>F. The Name of Research Respondents</td>
<td>64</td>
</tr>
<tr>
<td>G. Lesson Plan 1</td>
<td>65</td>
</tr>
<tr>
<td>H. Lesson Plan 2</td>
<td>97</td>
</tr>
<tr>
<td>I. Odd Even Number</td>
<td>128</td>
</tr>
<tr>
<td>J. The Calculation of Odd Even Number</td>
<td>130</td>
</tr>
<tr>
<td>K. Reliability Coefficient</td>
<td>131</td>
</tr>
<tr>
<td>L. Difficulty Index</td>
<td>133</td>
</tr>
<tr>
<td>M. Posttest</td>
<td>134</td>
</tr>
<tr>
<td>N. Posttest Score</td>
<td>138</td>
</tr>
<tr>
<td>O. Improvement point</td>
<td>142</td>
</tr>
<tr>
<td>P. Student sheet</td>
<td>143</td>
</tr>
</tbody>
</table>
THE LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>The Schedule of the Implementation of the Research</td>
<td>42</td>
</tr>
<tr>
<td>4.2</td>
<td>The Number of the Seventh Grade Students of each Class</td>
<td>43</td>
</tr>
</tbody>
</table>
SUMMARY

The Effect of Using STAD Technique on the Students Tense Achievement in Writing Sentences at SMPN 3 Balung Jember in The 2011-2012 Academic Year; Muhammad Arif Efendi, 070210401112; 2012:55pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

In Indonesia, especially at SMPN 3 Balung-Jember, there are many students facing a lot of difficulties in learning English. One of them is to understand and apply English grammar. Especially, they find it difficult to apply correct tenses when writing English sentences. It is simply because English sentence structure is different from the Indonesian sentence structure. Moreover, based on the interview with the English teacher of SMPN 3 Balung. One problem that is also worth considering is that there are many students that have different capability in English which she/he brings to the class. It makes the teacher think twice or even three times how to address the various needs of the mixed-level students in a big class. Besides the teacher usually taught tenses monotonously by explaining briefly then giving exercises based on the students’ worksheet. It seems that the good students will dominate the class and the weak students remain the same as they lose their confidence in learning English.

Concerning with the problems above, the researcher tried to apply a technique that can involve all students (high, average, and low achiever) in teaching learning process and let them interact, solve problems and master the material given. The technique is called STAD. It is categorized as one of cooperative language learning developed by Slavin and his colleagues at John Hopskin University. There are 5(five) element of cooperative learning that are important to know; 1) positive interdependence.2) individual accountability.3)face to face interaction. 4)development of social skill. 5)group evaluation.
A research was conducted to investigate the effect of using STAD on the seventh grade students’ tense achievement in writing sentences at SMPN 3 Balung-Jember in the 2011/2012 academic year. The population of this research was all of the seventh year students of SMPN 3 Balung-Jember in the 2011/2012 academic year. The research respondents were determined by delivering a homogeneity test (a tense test, covering simple present and present continuous tense) to all seventh grade classes. Then, 32 students of grade VII-B were selected as the experimental group that taught tenses by using STAD, while 32 students of grade VII-A were selected as the control group that taught tenses by lecturing technique.

The primary data of this research were collected from the students’ post test, while the supporting data were gained through interview and documentation. The primary data were collected then analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group (72.34 > 65.62). It means the statistical value of t-test is higher than critical value of t-test (2.62>2.00). Therefore, the null hypothesis (H₀) formulated: “there is no significant effect of using STAD technique on the seventh grade students’ tense achievement in writing sentences at SMPN 3 Balung-Jember in the 2011-2012 academic year” was rejected. On the other hand, the alternative hypothesis (H₁): “there is a significant effect of using STAD technique on the seventh grade students’ tense achievement in writing sentences at SMPN 3 Balung in the 2011-2012 academic year” was accepted.

The research results proved that there was a significant effect of STAD technique on the seventh grade students’ tense achievement at SMPN 3 Balung-Jember in the 2011/2012 academic year. Therefore, it is recommended for the English teacher to use STAD technique as an alternative technique in teaching tenses.