



**THE EFFECT OF USING STUDENTS TEAM ACHIEVEMENT DIVISION
(STAD) IN COOPERATIVE LEARNING ON THE ELEVENTH
YEAR STUDENTS' VOCABULARY ACHIEVEMENT
AT SMA NEGERI TEMPEH LUMAJANG**

THESIS

By

**ALTA GABRILIA WIDI WASTITI
NIM 060210491223**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2011**



**THE EFFECT OF USING STUDENTS TEAM ACHIEVEMENT DIVISION
(STAD) IN COOPERATIVE LEARNING ON THE ELEVENTH
YEAR STUDENTS' VOCABULARY ACHIEVEMENT
AT SMA NEGERI TEMPEH LUMAJANG**

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

By

ALTA GABRILIA WIDI WASTITI

NIM 060210491223

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2011

THESIS

**THE EFFECT OF USING STUDENTS TEAM ACHIEVEMENT DIVISION
(STAD) IN COOPERATIVE LEARNING ON THE ELEVENTH
YEAR STUDENTS' VOCABULARY ACHIEVEMENT
AT SMA NEGERI TEMPEH LUMAJANG**

By

Alta Gabriilia Widi Wastiti

NIM 060210491223

Consultants

Consultant I : Dra. Wiwiek Eko Bindari, M.Pd

Consultant II : Drs. Sudarsono, M.Pd

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “The Effect of Using Students Team Achievement Division (STAD) in Cooperative Learning on the Eleventh Year Students’ Vocabulary Achievement at SMA Negeri Tempeh Lumajang” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University:

day, date : Friday, October 7th 2011

place : The Faculty of Teacher Training and Education Jember University.

Team of Examiners:

The Chairperson,

Drs. Bambang Suharjito, M. Ed
NIP. 196110231989021001

The first member,

The second member,

Dra. Siti Sundari, M.A
NIP. 195812161988022001

Dra. Wiwiek Eko B, M. Pd
NIP. 195612141985032001

The Faculty of Teacher Training and Education

The Dean,

Drs. Imam Muchtar, S.H., M.Hum.
NIP. 19540712 198003 1 005

DEDICATION

This thesis is honorably dedicated to:

1. My beloved father and mother, Mursam and Riami Yuliwati. Thanks for your love and support. This thesis is proudly dedicated to you for your endless love;
2. My lovely sister, Rani Dwi Ayunita Santi. Thank you for your support.

ACKNOWLEDGEMENT

First of all, I would like to express my greatest thanks to Allah S.W.T. the Almighty, who always gives me mercy, invaluable guidance, and blessing so that I can finish my thesis entitled ‘The Effect of Using Students Team Achievement Division (STAD) in Cooperative Learning on the Eleventh Year Students’ Vocabulary Achievement at SMA Negeri Tempeh Lumajang’

I would also like to express my deepest appreciation and sincere thanks to the following people:

- The Dean of the Faculty of Teacher Training and Education, Jember University,
- The Chairperson of the Language and Arts Department,
- The Chairperson of the English Education Programs,
- The first and second consultants, Dra. Wiwiek Eko B, M.Pd, and Drs. Sudarsono, M. Pd, who have spent much of their time to read, to correct, and to give some suggestions to make this thesis become better;
- The lecturers of the English Education Program who have taught and given me a lot of knowledge,
- The Principal, the English teacher, the administration staff, and eleventh year students of SMA Negeri Tempeh Lumajang who gave me permission and helped me to obtain the data for the research ,

Finally, I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope this thesis will provide some advantages to the readers.

Jember, October 7th 2011

Writer

TABLE OF CONTENT

COVER	ii
CONSULTANTS' APPROVAL	iii
APPROVAL OF THE EXAMINATION COMMITTEE	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
THE LIST OF APPENDICES	x
THE LIST OF TABLES	xii
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	4
1.3 Objective of the Research	4
1.4 Operational Definitions of the Research	4
1.4.1 Students Team Achievement Division	4
1.4.2 Vocabulary Achievement	5
1.5 Limitation of the Research	5
1.6 Significance of the Research	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	7
2.1 Definition of Vocabulary	7
2.2 Classification of Vocabulary	7
2.2.1 Nouns.....	8
2.2.2 Adjectives.....	8
2.2.3 Verbs	9
2.2.4 Adverbs	10

2.3	Vocabulary Achievement	10
2.4	The Teaching of Vocabulary Integrated with Reading	11
2.5	Cooperative Learning	11
2.6	The Model of Cooperative Learning	11
2.7	Students Team Achievement Division (STAD)	12
2.8	The Steps of using Students Team Achievement Division (STAD)	15
2.9	The Advantages and Disadvantages of Using Students Team Achievement Division (STAD)	16
2.10	Students Team Achievement Division (STAD) as a Technique of Teaching Vocabulary	17
2.11	The Effect of using Students Team Achievement Division (STAD) on Vocabulary Achievement	18
2.12	The Alternative Hypothesis	19
CHAPTER 3. RESEARCH METHODOLOGY		20
3.1	Research Design	20
3.2	Research Area Determination Method	22
3.3	Respondent Determination Method	22
3.4	Data Collection Method	23
	3.4.1 Test Method	23
	3.4.2 Documentation.....	27
	3.4.3 Interview	27
3.5	Data Analysis Method	27
CHAPTER 4. RESEARCH RESULT AND DISCUSSION		29
4.1	The Result of Supporting Data	29
	4.1.1 The Result of Interview	29

4.1.2 The Result of Documentation.....	30
4.2 The result of homogeneity test	31
4.3 The Analysis of Try Out	32
4.3.1 The Analysis of Test Validity	32
4.3.2 The Analysis of Reliability Coefficient	32
4.3.3 The Analysis of Difficulty Index	34
4.4 The Description of the Treatment	35
4.5 The Result of Main Data	36
4.5.1 The result of post test.....	36
4.5.2 Data Analysis of post test	37
4.5.3 Result of Hypothesis Verification.....	38
4.6 Discussion	39
CHAPTER 5. CONCLUSION AND SUGGESTION	41
5.1 Conclusion.....	41
5.2 Suggestions	41
5.2.1 The English Teacher.....	41
5.2.2 The Students.....	42
5.2.3 The Future Researcher	42
REFERENCES	
APPENDICES	

THE LIST OF APPENDICES

	Page
A. Research Matrix	43
B. Supporting Data Instruments	44
C. The Result of Interview with the English Teacher.....	45
D. The Schedule of Administering the Research.....	47
E. Homogeneity Test.....	48
F. Lesson Plan Meeting 1	52
G. Lesson Plan Meeting 2.....	70
H. Post Test.....	88
I. The Respondents' Names of Experimental Class.....	96
J. The Respondents' Names of Control Class	97
K. The List of the Students' Group of Students Team Achievement Division in the Experimental Class.....	98
L. The Calculation Team Improvement Score of Students Team Achievement Division in Experimental Class (meeting 1).....	99
M. The Calculation Team Improvement Score of Students Team Achievement Division in Experimental Class (meeting 2).....	100
N. Reward Team Classification of Students Team Achievement Division in the Experimental Class (meeting 1 and meeting 2).....	101
O. The List of Students' Group in the Control class.....	102
P. The Homogeneity Test Score of the Eleventh Year Students of SMA Negeri Tempeh	103
Q. The Analysis of Variance Computation.....	105
R. Try Out Results of Odd Numbers (X).....	107
S. Try Out Results of Even Numbers (Y)	108
T. The Division of Each Odd (X) and Even (Y)	109

U. The Difficulty Index of Each Test Item and its Interpretation	110
V. The Tabulation of Student's Vocabulary Post Test Score	112
W. Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University	113
X. Statement Letter for Accomplishing the Research from SMA Negeri Tempeh Lumajang	114
Y. The Samples of the Students' Answer Sheets of the Post Test.....	115

THE LIST OF TABLES

	Page
2.1 The Formula of Team Improvement Score.....	14
2.2 The Reward Team Classification.....	14
4.1 The Total Number of the Eleventh year Students of SMA Negeri Tempeh Lumajang in the 2010/2011academic year	30
4.2 The description of the students who joined the homogeneity test	31
4.3 The Schedule of Administering the Treatment.....	35

SUMMARY

The Effect of Using Students Team Achievement Division (STAD) in Cooperative Learning on the Eleventh Year Students' Vocabulary Achievement at SMAN Tempeh Lumajang; Alta Gabriilia Widi Wastiti, 060210491223; 2011:42; English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

This research design was an experimental research. The purpose of this research was to know whether or not there was a significant effect of using Students Team Achievement Division (STAD) in Cooperative Learning on the eleventh year students' vocabulary achievement. The area of this research was SMA Negeri Tempeh Lumajang. It was chosen purposively because the use of Students Team Achievement Division (STAD) had never been applied in teaching learning process in this school and the researcher got permission from headmaster to conduct the research in this school.

The respondents of this research were all of the eleventh year students of SMA Negeri Tempeh Lumajang in the 2010/ 2011 academic year. The researcher conducted homogeneity test to know the homogeneity of the population to determine the research respondent. The result of the homogeneity test was analyzed statistically using ANOVA formula and the result showed that F-computation (2.8) was higher than that of F-table (2.2). It means that the condition of the whole eleventh year students of SMA Negeri Tempeh Lumajang was heterogeneous or there was a significant difference mean of the six classes. Therefore, two classes from the population that had the closest mean differences class XI IPA 2 and XI IPA 3 were chosen. The lottery was done to determine the experimental group and the control group. The result was class XI IPA 2 as the experimental group and class XI IPA 3 as the control group. The total number of the respondents was 58 students that consisted of 30 students of XI IPA 3 as the experimental group that was taught by using

Students Team Achievement Division (STAD) in Cooperative Learning, while the control group consisted of 28 students of XI IPA 2 that was taught by using Question-Answer and Lecturing technique.

The primary data of this research were collected from the students' scores of vocabulary achievement test. The supporting data were gained from interview and documentation. The vocabulary achievement test was collected from the post test to make comparison between the two groups after the treatment, and the result was analyzed by using t-test formula. The result indicated that the value of t-computation was 2.8 while the t-table was 2.00 with degree of freedom 53 on the 5% significant level. It means that the value of t-computation was higher than the value of t-table. This means that the null hypothesis (H_0): "there is no significant effect of using Students Team Achievement Division (STAD) in Cooperative Learning on the eleventh year students' vocabulary achievement at SMA Negeri Tempeh Lumajang" was rejected. On the other hand, the alternative hypothesis (H_a): "there is a significant effect of using Students Team Achievement Division (STAD) in Cooperative Learning on the eleventh year students' vocabulary achievement at SMA Negeri Tempeh Lumajang" was accepted.

Based on the result of this research, the English teacher is recommended to apply Students Team Achievement Division (STAD) in teaching English, especially in teaching vocabulary. Further, the students are suggested to apply Students Team Achievement Division (STAD) in order to make them improve their English vocabulary. Moreover, the future researchers are also suggested to conduct a research in depth with a similar problem but with different research design and research subjects such as a classroom action research on improving the students' vocabulary achievement through Students Team Achievement Division (STAD) in Cooperative Learning or using the same design, that is an experimental study to know the effect of Students Team Achievement Division (STAD) in Cooperative Learning but on different language skills such as Listening or Reading Comprehension.