THE EFFECT OF USING STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE ON THE ELEVENTH GRADE STUDENTS' STRUCTURE ACHIEVEMENT AT MAN 1 JEMBER IN THE 2012/2013 ACADEMIC YEAR

THESIS

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LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013

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2013

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis 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 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 a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Sunoko Setyawan

January, 2013

DEDICATION

This thesis is honorably dedicated to:

1. All of my teachers;
2. My beloved parents, Kundari and Sri Sukasminten, my sisters, Sri Rusminingsih and Sri Winarsih, thank you for your love and support. This thesis is dedicated to your endless love;
3. All my friends and colleagues.

MOTTO

"Sticks in a bundle are unbreakable"

(Kenyan Proverb)[1]

"None of us is as smart as all of us"

(Kenneth H. Blanchard) [2]

[1] http://www.values.com/inspirational-quotes/4421-Sticks-In-A-Bundle-Are-Unbr-

[2] http://www.goodreads.com/author/quotes/4112157.Kenneth_H_Blanchard

CONSULTANTS' APPROVAL

THE EFFECT OF USING STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE ON THE ELEVENTH GRADE STUDENTS' STRUCTURE ACHIEVEMENT AT MAN 1 JEMBER IN THE 2012/2013 ACADEMIC YEAR

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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are extremely appreciated.

Jember, January 2013

Writer

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SUMMARY

The Effect of Using Student Teams-Achievement Divisions (STAD) Technique on the Eleventh Grade Students' Structure Achievement at MAN 1 Jember in the 2012/2013 Academic Year; Sunoko Setyawan, 080210401043; 2013:57 Pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

English structure, as one of the English components, is very important in learning the English language. It is considered as the device for developing students' communication ability both oral and written forms. A good understanding of English structure will ease the English students to master the four English skills, namely listening, speaking, reading, and writing. Moreover, the students will make the English listeners understand more easily what they say.

However, many English students still experience difficulties in applying English structure in their communication. This is due to the fact that the students are not familiar enough with the English structure, and that the students are lack of motivation and practices to learn English structure. Thus, the English teachers need to find a way to teach English structure which motivates the students and provides more practices to apply English structure.

Student Teams-Achievement Divisions (STAD), one of the techniques in Cooperative Learning Method, offers a solution to the problems the English students have in mastering English structure. STAD provides team rewards which are able to boost students' motivation to learn English structure more seriously. Furthermore, STAD also provides the opportunity for the students to have team practice and individual test which encourage the students to help each other master the material, and provides more practices to apply English structure (passive voice).

This research was intended to know whether or not there was a significant effect of using STAD technique on the eleventh grade students' structure achievement at MAN 1 Jember in the 2012/2013 academic year. The research design

of this research was experimental design. The research area was MAN 1 Jember which was purposively determined. The population of the research was all the eleventh grade students of MAN 1 Jember in the 2012/2013 academic year which consisted of 11 classes. The homogeneity test about English structure was administered to all of the eleven classes to know whether the research population was homogeneous or not. Analyzed by using ANOVA, the result of the homogeneity test indicated that the research population was not homogeneous. Therefore, two classes having the closest mean difference were determined as the research respondents. Based the output of ANOVA, the two classes having the closest mean score were class XI IPA 4 (57.78) and class XI IPA 5 (56.53). After that, the researcher did lottery to decide which class became the experimental group and which class became the control group. The result of the lottery showed that class XI IPA 5 was the experimental group, and class XI IPA 4 was the control group. The total number of the research respondents was 72 students. The experimental group, XI IPA 5 consisting of 36 students, was taught by using STAD teaching technique. The control group, XI IPA 4 consisting of 36 students, was taught by using lecturing method.

The primary data of this research were collected from the students' posttest score (passive voice), while the supporting data were collected from the result of the interview and documentation. The primary data were collected and then analyzed by using Independent Samples Test. Based on the result of the analysis, the mean score of the experimental group was higher than that of the control group (83.67 > 76.33). It means that the experimental group achieved a better structure achievement than the control group. Furthermore, the result of the T-test analysis indicated that the value of significance (*Sig. 2 tailed*) with 70 degree of freedom was lower than 0.05 (0.001 < 0.05) with the standard error difference 2.05. It means that the null hypothesis (H_0) formulated: "there is no significant effect of using STAD technique on the eleventh grade students' structure achievement at MAN 1 Jember in the 2012/2013 academic year" was rejected. On the other hand, the alternate hypothesis (H_a): "there is a

significant effect of using STAD technique on the eleventh grade students' structure achievement at MAN 1 Jember in the 2012/2013 academic year" was accepted.

The research results proved that there was a significant effect of using STAD technique on the eleventh grade students' structure achievement at MAN 1 Jember in the 2012/2013 academic year. Therefore, it is suggested that the English teacher use STAD technique as an alternative teaching technique to teach English structure, mainly about passive voice.