

# EFL Education Journal

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## **The Effect of Using STAD (Student Teams-Achievement Division) Technique on Students' English-Tenses Mastery at SMPN 1 Kalibaru Junior High School**

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**Abstract:** This aim of this research was to know whether or not there was a significant effect of using Student Teams-Achievement Division (STAD) technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru. The participants of the research were chosen by using cluster random sampling. Class 8D was chosen as the experimental group and class 8E was as the control group. The data collection methods of the research were the tense posttest, interview, and documentation. The try out test was administered before conducting the posttest. The result of the data analysis showed that the value of t-test was 3.85, which was higher than the value of t-table with the significance level of 5% and degree of freedom 70 that was 1.998. It means that there was a significant effect of using STAD Technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru.

**Keywords:** STAD technique, tense mastery, experimental research

### **1. Introduction**

English in Indonesia is a foreign language, so it requires a serious study of grammar. Radford (1988:2) states that a grammar of a particular language will take the familiar form of a set of rules or principles which tell you how to speak and understand the language. Communicating with no grammatically correct sentences will cause misunderstanding between the speaker and the listener, or between the writer and the reader. Comrie (2001:68) gives an example in a sentence like *He comes here*, in present meaning, will normally be interpreted with habitual meaning, since if thereference were to an action going on at the present moment it would have to be *he is coming here*, i.e. Progressive. However, in a context where *he comes here*

does not have present time reference, then perfective meaning is a possible interpretation, as in a subordinate clause of time, e.g. when *he comes here, I'll tell him*, since the verb *comes* refers to a future action. Meanwhile, Indonesian and English have different grammar rules.

Most students in high school find it hard to master the use of tenses, because they are not familiar with the English tense rules which are different from Indonesian rules. The fact that many students face difficulties in mastering English grammar, especially tenses. The teacher tries to find good techniques that are suitable for the students to help them improve their English. The students of junior high school in that age are usually being in groups. They like to compete with each other to prove that they are better than the others. Considering the behavior of the students, the researcher proposed one of the techniques that can be used by the English teacher in teaching tenses; that is Student Teams-Achievement Divisions (STAD), that is one of the techniques of cooperative learning developed by Slavin. Cooperative learning is an instructional design that engages students actively in achieving a lesson objective through their own efforts and the efforts of the members of their small learning team (Cooper, 2011:257).

In the vast of majority of studies, the forms of cooperative learning have been shown to be more effective than non-cooperative learning in raising the levels of variables that contribute to motivation, in raising achievement, and in producing positive social outcomes (Mifflin, 1997). There are some techniques of cooperative learning that can be used in solving the problems above, and among those techniques, there are two techniques that are most applied in the class, those are Student Teams-Achievement Divisions (STAD) and Teams-Game-Tournament (TGT). As mentioned before, the researcher proposed to use Student Teams-

Achievement Divisions (STAD) in teaching tenses to the eighth grade of junior high school.

There were some reasons why the researcher chose Student Teams-Achievement Divisions (STAD) technique; the first was its simplicity. Slavin (1998:8) states that Student Teams-Achievement Divisions (STAD) is the simplest of the Student Team Learning methods. Secondly, STAD was suitable for teaching tenses. Slavin (1998:20) states that STAD can be used to teach any material in which questions with one right answer can be posed. Besides, based on the interview with the English teacher of SMPN 1 Kalibaru, STAD has never been used in teaching tenses to the students. Khan (2011) stated the reason for the selection of STAD in his research was good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills. STAD also add an extra source of learning in the groups because some high achievers act as a role of tutor, which result in high achievement.

## 2. Literature review

### *2.1. Theoretical Framework*

Cooperative learning according to (Cooper, 2006:257) is an instructional task design that engages students actively in achieving lesson objective through their own efforts and the efforts of the members of their small learning team. Cooperative learning has some models that the teacher can apply in the teaching learning process. Those are Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Jigsaw, Team Accelerated Instruction (TAI), and Cooperative Integrated reacting and Composition (CIRC)

Student Teams-Achievement Divisions (STAD) is one of Student Team Learning (STL) models developed by Slavin. In STAD, students are assigned to have the group of four or five that consist of students with different level performance or gender. Students are given a material in a lecture or discussion that then team members study the worksheet on the material. Here, team members help each other in order to fulfill the worksheet and all the members master the concept of the material. After that, all the team members take individual quizzes on the material they have been studying. The individual quizzes are scored, then the individual scores are formed into team scores. This improvement score system gives every student a good chance to contribute maximum points to the team if the student does his best, showing substantial improvement.

There are five major components of STAD according to Slavin (1991:20), they are: class presentation, teams, quizzes, individual improvement scores, and team recognition. In class presentation, the teacher briefly present the materials to make all the students catch up the concept of the material before they have the team study. The students must pay careful attention during the presentation because doing so will help them do well on the quizzes, and their quiz scores determine their team scores. Teams in STAD according to Slavin (1991:20) are composed of four or five students who represent a cross-section of the class in academic performance, sex, and race or ethnicity. The team provides important peer support for academic performance; it also provides the mutual concern and respect that are important for producing such outcomes as improved intergroup relations, self-esteem, and acceptance of mainstreamed students.

After the teacher's explanation and team learning, all the students are asked to take a quiz, which is done individually. Leighton (1999:287) says that teacher's decisions



about whether to teach again or to move on to the next lesson, how to assign course grades, and how to interpret each student academic achievement are based on individual quiz scores. The individual improvement scores according to Slavin (1991:21) is to give each student a performance goal that he or she can reach, but only by working harder than in the past. The individual improvement scores were determined by exceeding the quiz score and the base score, then summed up to form the team points. Teams who get the highest points will get the team recognition. It can be given through newsletter, bulletin boards, special privilege, small prizes, or other rewards to emphasize the idea of team recognition that doing well as a team is important (Slavin, 1991:21).

STAD has some strengths/ advantages as mentioned by Slavin (1991:22). The first is frequent quizzes in STAD give feedback to students and teacher. From the result of the quiz students will know whether they have already mastered the material or not, and it will help the teacher to decide whether the lesson should be continued to the next material or still in the same material. The second is the circumstance in STAD class is relatively quiet, businesslike form of Student Team Learning. The next is improvement scores challenge students. From the improvement score students will know the improvement that they have achieved. It will challenge the students to get more and more score in order to reach their performance goal. The fourth advantage of STAD is its simplicity. STAD has less instruction than the other model of student team learnings like TGT although the procedure of implementing STAD and TGT are similar. The last is curriculum materials available in most subjects. STAD is applicable to a lot of subjects such as mathematics, language arts, science, foreign language, and some parts of social studies, such as geography, graph or map skills, and any knowledge-level objectives.

Beside the advantages, STAD also has some weaknesses or disadvantages. Slavin (1991:61) mentions some weaknesses that the teacher may find in applying STAD. The first is team member not getting along. It is often come up in the first work of the use of STAD. It is caused by the students who are not happy with the division of the teams. As the researcher mentioned before that the teams are heterogeneous that may cause the students separate from their close friends. The second is the students' misbehaviour. Team members who behave badly can be a problem in STAD. A dictatorial student who takes control of the group, the student who is not willing to trust his friends' ability, and lazy student who does not contribute anything for the teams are some examples of misbehavior. The next is the noise. Slavin (1991:62) says Student Team Learning does not go well with the teacher shushing students every five minutes, the solution to try for the noise problem is to bring all activity to a stop, got absolute quiet, and then whispered a reminder to students to speak softly. After the noise there is the absence. Student absenteeism can be a major problem in Student Team Learning class because students depend on one another to contribute points to the team. And the last is the ineffective use of team practice time. One problem is that students may be used to doing their worksheets alone and thinking they finish when they reach the end, whether or not they or their teammates understand the material.

STAD in this research is used to teach tenses, so what is tenses? Comrie (1993:9) defines tense as grammaticalised expression of location in time. Time in relation to action. This research focused on the uses of simple past tense and past continuous tense because the eighth grade students of junior high school should learn the two tenses, based on the institutional curriculum (KTSP). They are expected to tell the activity that happened in the past in the form of recount texts.

Simple past tense can be defined as a [tense](#) expressing an action that happened or a state that previously existed. Azar (2002, 27) says that past tense indicates that an activity or situation began and ended in particular time in the past. It can be said that simple past tense is used to talk about single, complete event in the past; repeated event in the past; situation that continued for some time in the past but now it is finished. For example France **won** the world cup; She **went** to work by car everyday; We **lived** in the country at that time.

Past continuous tense or Past Progressive Tense according to Harmer (2004, 12) is used to talk about actions which were in progress at a particular time in the past. Past continuous tense is used to indicate that a longer action in the past was interrupted. For example I **was watching** TV when she called me. It also describe two actions that were going on at the same time in the past like in the sentence She was studying while he was having dinner. Past continuous is also used to describe the introductory scene for a story written in the past tense. For example The sun was shining after weeks of rain. The flowers were waving in the breeze.

There are some preparations to implement STAD technique in teaching tenses according to Slavin (1991:23), the first is prepare the materials. For each unit material a worksheet, a worksheet answer sheet, a quiz, and a quiz answer sheet were needed. The second is assign students into teams. Here students are ranked from the highest to the lowest based on the past performance and then divided into teams of four up to five students. The teams should be balance according to performance and gender. After the teams are built, then determine the initial base score. It is the minimum score that the teacher expected the student to make on a 30-item quiz. It was determined by the previous English test score.

After the preparation has been done, STAD are ready to be implemented. Slavin (1991:26) states that Student Teams-Achievement Divisions consist of regular cycles of instructional activities. The first is teach. Here the researcher presented the materials briefly for only ten up to fifteen minutes by giving lecture or having discussion. The second is team study. In team study, students are asked to work in teams and solve the problems in the worksheet with the team in order to master the materials. The next is test. The teacher administered an individual tense quiz for the students to show what they had learned in their team as individuals. And the last is team recognition. The main point of team recognitions was figuring individual improvement scores and team scores after being taught the tenses, also awarding team rewards.

## ***2.2. Review of previous studies***

There had been the researches about the use of STAD conducted in teaching tenses. One of the researches was an experimental research conducted by Wulandari (2011) to the seventh grade students at SMPN 6 Jember. She found that there was an effect of using STAD in teaching tenses on the students' tense achievement. Another research was also an experimental research conducted by Setiawan (2013) to the eleventh grade students at MAN Jember. The result showed that the use of STAD had a significant effect on the students' structure achievement. This research was also an experimental research about the use of STAD but it is conducted in different school and the different level of students.

## **3. The Study**

### ***3.1. Research Context***

The research was conducted in the context of EFL (English as a foreign language) where the students learning the language did not use English to communicate with their friends, parents and even their teachers outside their classrooms. The area of

this research was SMPN 1 Kalibaru. This school was purposively determined because of some reasons. First, based on the interview with the English teacher, STAD technique had never been applied by the English teacher in teaching tenses at this school. Second, the research about STAD had never been conducted by other researchers at this school. Third, the headmaster and the English teacher gave permission to conduct an experimental research at this school. Besides, English is one of the compulsory subjects in secondary schools to learn. The aim of learning English is to develop the four language skills namely listening, speaking, reading, and writing. In order to master those skills, the three language components like grammar, pronunciations, and vocabulary should also be mastered. Therefore, they should be taught in integrated way.

### **3.2. *Research Design***

The research design that was used in this research was an experimental research, because the intention of this research was to find out whether or not there was a significant effect of using Students Teams-Achievement Divisions (STAD) technique on the eighth grade students' tense mastery. Fraenkel and Wallen (2006:267) state that the experimental research is the best way to establish cause and effect relationship among variables. A homogeneity test was conducted to decide the participants of the research. The results of the homogeneity test were analyzed by using one way ANOVA formula to know whether or not the population was homogenous. Based on the results of the homogeneity test, it was known that the population was heterogenous. Therefore, the researcher took two classes with the closest mean scores as the participants of the research. They were class 8D as the experimental group and class 8E as the control group.

In doing this research, the researcher followed these procedures. The first thing done by the researcher was conduct homogeneity test to determine the experimental group and the control group. Then the scores were analyzed by using ANOVA (Analyze of Variance) on SPSS (Statistical Package of Social Science) program. After knowing the result of the homogeneity test then the experimental group and the control group were determined by using lottery. The next is giving the treatment to the both classes, that was teaching tenses by using STAD technique to the experimental group and teaching tenses by using the discussion method to the control group. After that the researcher conducted the try out test of tenses to establish validity, reliability, and difficulty index of the teacher-made test and analyzing the results. The try out test was given to the other class that did not belong to the experimental or the control groups. After the test had been tried out, then the researcher gave the post test to both of the groups, the experimental group and the control group, to know the result after the treatment given. Then the scores of the test were analyzed by using t-test formula to determine whether the mean difference of both groups was significant or not. After that the researcher made a conclusion based on the result of the data analysis to answer the research problem.

### **3.3. *Research Participants***

The population of this research was all the eighth grade students of SMPN 1 Kalibaru in the 2016/2017 academic year. Cluster random sampling was applied in this research to determine the participants of the research after conducting the homogeneity test to all classes. Cluster sampling involved the random selection of naturally occurring groups or areas and then the selection of individual elements from the chosen groups or areas (McMillan, 1996:90). The results of the homogeneity test in this research showed that the population was heterogeneous, so the researcher chose the two classes that had the closest mean score as the

experimental group and the control group. The classes that were chosen as the participants of this research were class 8D as the experimental group and class 8E as the control group.

As the research participants, the students at the school find it hard to master the use of tenses, because they are not familiar with the English tense rules which are different from Indonesian rules. Broughton (1980:174) states that English is likely to be taught in three types of situation at the secondary level. The first is the teacher may deal with a class of students who are learning English solely because the system demands it. The second is students may be quite strongly motivated in a foreign language situation, and the third is a situation in which English is a medium for all or part of the instruction in the school. What commonly found in Indonesian schools is the first situation. SMPN 1 Kalibaru is one of the schools that has the first type of situation in teaching English, that is teaching English because the system demands it. Students are forced to learn English because of the system but they have less motivation. That makes the students unwilling to learn English. Besides, the English teacher usually teaches by using lecturing method. It is a teacher centered learning where the teacher is more active than the students, it makes the students sometimes feel bored. The one that is mostly used by the English teacher in teaching tenses is giving the formula, then asking students to memorize it then doing tasks.

### ***3.4. Research data and analysis***

The data collected in this research were consist of the primary data that was collected by giving the tense post test and the supporting data that were collected by interview and documentation. A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003:3). In this research, the

achievement test was given to both the experimental and the control groups after the researcher gave the treatments to know whether or not the students had mastered the materials had been taught. The test that was used in this research was the teacher-made test which means that the researcher constructed the test items by herself in the form of objective test (multiple choice test and changing the words) and subjective test (writing sentences) to measure the students' tense achievement after giving the treatment to the experimental group.

Before conducting the post test, the researcher administered the try out test to one of the classes that did not belong to the experimental or control group, but it had the same or the closest mean difference from the experimental and the control groups, that was class 8C. According to Djiwandono (1996:18), the objectives of administering the try out are to know the test validity, the reliability coefficient of the test and the difficulty index of test items.

The post-test in this research was constructed in the form of multiple choices, changing the words, and writing the sentences. There were 40 test items that covered 20 items for multiple choices, 15 items for changing the verbs, and 5 items for changing the sentences. The test items covered the material that had been taught, they were the uses of simple past tense and past continuous tense in the sentences. Dealing with the scoring, the correct answer of the multiple choices item was scored 2 points and 0 for the incorrect answer. Then, the correct answer of changing the word test items was scored 3 points and 0 for the incorrect answer, and the correct answer for changing the sentences was scored 3 points. The total score of the posttest items was 100. The time allocation for doing the post test was 2x40 minutes.



The supporting data of this research were collected by interview and documentation. Interview in this research was conducted before conducting the experimental research to get the information about the English curriculum used at school, the English text books used, the teaching technique used by the teacher in teaching English, as well as the problem faced by the students in learning tenses. This research used document resource since the data were taken in the form of written documents. The documents needed in this research covered the names of the respondents, those were the eighth year students of SMPN 1 Kalibaru in the 2016/2017 academic year who were included in the experimental and the control groups.

After conducting the tense posttest to both the experimental and the control groups, the data obtained were statistically analyzed by using t-test formula with 5% significance level (confidence interval 95%) and the degree of freedom or  $Df = N_x + N_y - 2$  in order to know whether or not there was a significant effect of using STAD on the eighth grade students' tense achievement. If the result of t-test was the same or greater than that of t-table, the null hypothesis would be rejected and the alternative hypothesis would be accepted. The results of the tense posttest were analyzed by descriptive statistics using t-test (Arikunto, 2006:311).

#### **4. Research results and Discussion**

From the data analysis, it was found that the value of t-test result was 3.85. Then, it was consulted to the t-table of 5% significance level and  $Df=70$ . The value of t-table of 5% with  $Df=70$  was 1.994. The value of t-test result was higher than the value of t-table ( $3.85 > 1.994$ ). It showed that there was a significant mean difference between the experimental and the control groups. It means that there was

a significant effect of using STAD technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru.

The result of the data analysis in this research showed that there was a significant effect of using STAD on the eighth grade students' tense mastery at SMPN 1 Kalibaru. It can be seen from the value of t-table with the significance level of 5% and degree of freedom 70 which was higher than the value of t-table ( $3.85 > 1.998$ ). Then, it could be concluded that the null hypothesis ( $H_0$ ) was rejected, while the alternate hypothesis ( $H_1$ ) was accepted. The result of the post test showed that the experimental group which was taught tenses by using STAD technique got better scores than those of group which was taught tenses by using lecturing method. It was proven from the mean score of the posttest which showed that the experimental group got higher scores than the control group ( $75 > 67.02$ ). It means that there was a significant effect of using STAD (Student Teams-Achievement Division) Technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru.

Theoretically, this finding was in line with the expert's opinions. Ghaith and Yaghi, in Ghaith (2003:454) reported that STAD was more effective than individualistic instruction in improving the acquisition of the second language rules and mechanics. STAD Technique enables the students to make reflection on their strengths, progress, and weaknesses so that the students can monitor their learning progress. Besides that, the students are active learners in the learning process, rather than recipients of information since they are engaged in learning by doing. Those conditions will provide students-centered learning and meaningful learning experiences for the students.

Furthermore, the positive effect of STAD technique was supported by previous researches which found that STAD was effective to enhance students' achievement. One of the researches about the use of STAD was done by Setiawan (2012). He found that the use of Student Teams Achievement Divisions (STAD) technique in teaching English structure had a significant effect on the eleventh grade students' structure achievement at MAN 1 Jember in the 2012/2013 academic year.

The results above proved that the use of STAD (Student Teams-Achievement Division) Technique was effective for teaching tenses. The main feature of STAD was the team. The team should contribute something positive to each member of the team. It gave chance to the low achievers to improve their academic record. In addition, although some different research design that was applied was different, the result of this research was positive. It could be stated that STAD technique had a significant positive effect on the eighth grade students' tense mastery at SMPN 1 Kalibaru.

## 5. Conclusion

Based on the results of the data analysis, hypothesis verification, and discussion in the previous chapter, it could be concluded that there was a significant effect of using STAD (Student Teams-Achievement Division) Technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year.

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