

THE USE OF STAD MODEL IN TEACHING ENGLISH

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Abstract: The research aims to describe the use of Students Team Achievement Division as a cooperative learning model in teaching English to students of SMPN 2 Poso. The subject this research was the eighth grade students at SMPN 2 Poso. Data were collected by observation, interview, documentation and questionnaire. The findings show that the English teacher of SMPN 2 Poso applied STAD model consists of five steps in teaching English.

Keywords: *student teams achievement, model, teaching English*

Cooperative learning is defined as a category of instructional strategies that place students in mixed ability group in which students work together to achieve a common academic goal. Cooperative learning make students active, motivate students to work well with group members and to be responsible for their part of the work and also to build students confident in learning process. Students Team Achievement Division is a cooperative learning model which is very simple to use in teaching and learning process.

Students Teams Achievement Division

Student Team Achievement Division (STAD) is the oldest method of cooperative learning. As Slavin (1995) states, in STAD model the students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The main idea behind STAD is to motivate students to encourage and help each other master skills presented by the teacher, Slavin (1995: p. 6). If students want their team get the reward, they must help their teammates to understand the material. They must support their teammates to do their best, and put forward the norms that learning is important, valuable and fun.

STAD has five major components that must be implemented in the classroom, as indicated by Slavin (1995: p. 71). The researcher explains these components in the following:

1. Class Presentations

The teacher introduces the material of STAD with a direct instruction or lessons discussion. Class presentations in STAD is different with usual teaching, the presentations must clearly focused on the STAD unit. In this case, the students must pay attention carefully during the class presentation, because it can help them do the quiz well. Their own quiz scores will affect their team scores.

2. Teams

Teams are the major components of STAD, the teams must consist of four or five

students working in heterogeneous teams, it depends of academic performance, sex, and race or ethnicity. After the teacher presents the material, the team is given worksheets or the material and then students discussing problem together, comparing answers, and correcting any misconceptions.

3. Quizzes

After approximately one to two periods of teacher presentation, and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help each other during the quizzes. This is meant to ensure that each student is responsible for knowing the material.

4. Individual Improvement Scores

The main idea of this component is to motivate student to work harder and performs better than in the past, because it is affect to the increases in scores. In this scoring system the student is given a base score which is taken from the average result of similar quizzes performance in the past. The point which is earned by the student is based on how much their quiz scores exceed their base scores.

Table 1. Criteria of Improvement Points

Quiz Score	Improvement Points
More than 10 points below base score	5
10 – 1 points below base score	10
Base score to 10 points above base score	20
More than 10 points above base score	30
Perfect paper	30

(Slavin, 1995)

5. Team Recognition

Students' team scores may also help their grade up to 20 percent. The team who get the scores average exceed a certain criterion may earn certificate or other rewards. The student is given three levels of rewards based on the average team scores such as Good Team, Great Team, and Super Team.

Table 2. Criteria of Reward

Criterion (Team Average)	Reward
15	Good Team
20	Great Team
25	Super Team

(Slavin, 1995)

Student Team Achievement Division in Teaching Reading to Junior High School Students

Junior high school students could be categorized as adolescents. There are characteristics of adolescents' learner, such as: 1). They seem to be less lively and humorous than adults, 2). Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher, 3). They would be much happier if such problem did not exist, 4). They may be disruptive in class, 5). They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Regarding to the characteristic of adolescents learner, the researcher decided to choose STAD method especially in teaching reading comprehension. According to Slavin (1995) every cooperative learning method shares the idea of team learning. In this method the student work in group, elaborate their opinion with their peer, teach and being teach with peer. Students more quickly absorb materials from their peers than from adults.

To ensure that this model is effective, the researcher must pay attention to the three key concepts shared by Robert Slavin, which are team rewards, individual accountability and equal opportunities for success (Slavin, 1955).

The first concept is team reward, the team will get a certificate or other awards, if they managed to exceed certain predetermined criteria. Teams do not compete to earn scarce rewards. The second is individual accountability, individual accountability means that the team's success depends on the individual learning of all team members. Accountability focused on the activities of the team members in helping each other to learn and make sure that everyone in the team is ready for quiz or other forms of assessment of the student without the helping each other. The third concept is equal opportunity for success means that all students contribute to the team by improving their own past performance. This ensures that student with high, medium and low achievements are challenged to do their best and that the contributions of all team members are valued.

Method

Setting and Location

This research is qualitative descriptive method to describe about Using Student Teams Achievement Division (STAD) model in teaching English process. The location of this research was SMP Neg.2 Poso, located in Jend. Ahmad Yani street no.16 Poso. The source of the data for was the students of class A, consisting of 28 students. The data were gathered using observation, interview, documentation, and questionnaire.

Procedure of STAD Implementation in the Classroom

In this research, at first the teacher explained the rules of STAD. In order to have clearly explanation about STAD' rules, teacher included audio visual presentations, therefore students had to pay careful attention. After that, teacher divided the students into several teams. The teams consisted of differences in race, sexes, ethnicity and academic levels. Lie (2007) argues that in the terms of academic ability, each team consisted of one student with high academic level, two students with average academic level, and one student with low academic level. He adds that to determine team member, the teacher could rank the students based on their past performance, from the highest to the lowest. Table 3 is the procedure to determine team member.

Table 3. Procedure to Determine Team Member

Criteria	Rank	Team Name
High-Achievement Students	1	A
	2	B
	3	C
	4	D
	5	E
	6	F
Average-Achievement Students	7	F
	8	E
	9	D
	10	C
	11	B
	12	A
	13	A
	14	B
	15	C
	16	D
	17	E
	18	F
Low-Achievement Students	19	F
	20	E
	21	D
	22	C
	23	B
	24	A

Slavin (1995)

The second step was to present the material. In this case a teacher acted as a researcher; she decided to choose descriptive

text as a material. First, teacher showed video and gave some example of short and simple descriptive text. Teacher explained the social function, structure of text, linguistic elements, etc. After all of the explanation are clear, with teacher direction, students were allowed to ask some questions about descriptive text, or teacher could give some questions by calling students randomly in order to make every students prepare themselves to answer.

Thirdly, students worked in their own team. Teacher gave them team worksheet and answer sheet. In this section, students had a responsibility to make sure their teammates understand the material. Teacher kept watching and guiding students, so that each team member participated to do the task. Students explained their answer one another and discussing it, they could also share their own argument until the problem was solved. If they had a question, they asked their all teammates before asking the teacher. The teacher also emphasized to students to continue studying until they were sure their teammates would make 100 on the quiz.

Fourthly was quiz. While did the quiz, students worked individually without other's help. This was an occasion for them to show what they had learned with team. If it was possible, student moved their desk and sat apart from one another, in order to do the quiz well as individually. After that, students discussed the quizzes answer with teacher guidance. As soon as possible after quizzes section ended, student figured individual improvement scores and calculated their team scores. The teacher gave a reward to high scoring teams.

Fifthly is closing. By the teacher guidance, students reflected on what they have learned and also concluded learning material. After that, teacher closed learning activity with greetings.

Findings and Discussion

Findings

1. The result of observation

The first observation

The English teacher entered in class VIIIA to begin teaching and learning process. The English teacher would be divided the students in groups. Before that, the English teacher explained about the purposes of learnt and the English teacher explained the material in front of class and all students listened carefully. After fifteen minutes, the teacher presented the material in front of class. Teacher divided the students in 7 groups.

The first group into fourth students, the member groups was doing cooperative

learning. The students of this group discussed about the assignment with together. This group had a responsible together to translate and understood the text together. The second group into fourth students, the member groups was doing cooperative learning; the students understood the text together and a smart student try to help the low students in this group.

The third group into fourth students, the members of this group did the task with individual; the students did not do the cooperative learning. The students translate and understood the text without discussed with the other member. The fourth group into fourth students, the member groups less did cooperative learning with the other member in group; a students did the assignment with individual but a students that did it together. The fifth group, the member of this group was doing cooperative learning in this assignment. The students discussed and translate the text with a dictionary. The sixth group, the member this group did cooperative learning with divided the task between the members and students worked it together. The last group, the members of this group was doing cooperative learning too. Each student in this group helped each other their members in understood and translate the assignment.

The students sat with their members of group and the students discussing about the material from the teacher. The teacher checked students' activities in their groups. After studied in group finished. All students sat without their group and back to the first place. Later, the teacher gave individual quiz to measure student's ability of the material has been studied. The quiz was 15 minutes long. After finished, the quiz was collected by the teacher and she checked the answers. For the last step the teacher announced students score so the students became more enthusiast and able to conclude the material that had learnt.

The second observation

The teacher entered class VIIIA and the students were ready to receive the lesson of the teacher. The teacher began to explain the purpose of learning and English teacher explained the material in front of class. Teacher gave opportunity for students to ask about the material. The response of students was very good; the students became more active to ask and were interested in this lesson. After that, teacher checked the attendance list of the students and the teacher divided students in 7 groups consist of 4 students. After that, the students sat with their members of group and the leader of class has given a material paper for each groups. The 7 groups had to

understand and study about material from the teacher. In a group, a smart student taught the low members to understand the material, since after the students studied in their group the teacher would give a quiz or test to measure students' understanding when the students had been studied together with their group. After students finished learn in group. All students back to the first place and the teacher had given quiz paper and the students had given 5 minutes to answer the question of quiz. The quiz was an individual assignment. After the students finished the quiz, the teacher checked result of students' quiz. At the end of teach and learnt English process, the teacher had given an award to the group which got the high values.

From the result of observation, the interaction of the students with their group was very good. Although one or two groups less did the cooperative learning. In each group, the students helped each other to finished the task of the teacher, together to build a good teamwork, received the option of their friends and also helped each other to understand the materials and the material and can answered the individual quiz and also the students of each group given the support to their friends as motivation. The used STAD model was very positive and had given motivation for students.

2. The result of interview

From the result interview with the English teacher at SMPN 2 Poso about the use of STAD model in teach English process. The English teacher said that the use of STAD model was very positive for students. This STAD model made students more active in learning English. STAD model also had given motivation to the students, and the teacher made sure that if the students were taught using other methods, they would not have been as active as that time. For the students themselves, learning English was a challenging lesson but fun for them. Therefore it can be said that The STAD model can help the students in learned and understood the material.

3. The result of questionnaire

The questionnaires were given to 28 students. There were 20 items or statement in the questionnaires. The result of the questionnaires showed that:

1. English as a difficult lesson

From the question above, the statement was followed to score point 1(14.29%), point 2 (25%), Point 3 (17.86%), point 4 (35.71%), Point 5 (7.14%). So the option 4 was the high for this statement.

2. English is a fun lesson

From the question above, the statement was followed to score point 1 (3.57%), on the point 2 (14.29%), on the point 3 (28.57%), on the point 4 (53.57%), point 5 (0%). So the point 4 was obtained the high score, it means English a fun lesson for students.

3. English is an easy lesson

From the question above, the statement was followed to score point 1 (7.14%), on the point 2 (46.43%), on the point 3 (39.29%), on the point 4 (7.14%), point 5 (0%). So the point 2 was obtained the high score, it means English did not easy lesson for students.

4. The cooperative learning type STAD makes the process of teaching and learning English interesting

From the question above, the statement was followed to score point 1 (0%), on the point 2 (14.29%), on the point 3 (7.14%), on the point 4 (67.86%), point 5 (10.71%). So the point 4 was obtained the high score, it means the cooperative learning STAD model made the students interested in teaching and learning process.

5. The cooperative learning type STAD in teaching and learning English is not interesting

From the question above, the statement was followed to score point 1 (14.29%), on the point 2 (67.86%), on the point 3 (10.71%), on the point 4 (7.14%), point 5 (0%). So the point 4 was obtained the high score, it means the cooperative learning STAD model was interested.

6. Cooperative learning type STAD makes material easy to understand

From the question above, the statement was followed to score point 1 (0%), on the point 2 (7.14%), on the point 3 (17.86%), on the point 4 (67.86%), point 5 (7.14%). So the point 4 was obtained the high score, it means the use cooperative learning STAD made the material easy to understand.

7. Cooperative learning type STAD makes material difficult to understand

From the question above, the statement was followed to score point 1 (17.14%), on the point 2 (67.86%), on the point 3 (10.71%), on the point 4 (14.29%), point 5 (0%). So the point 2 was obtained the high score, it means the students disagree the use cooperative learning STAD made the material difficult to understand.

8. Cooperative learning type STAD makes answering the question easier

From the question above, the statement was followed to score point 1 (0%), on the point 2 (7.14%), on the point 3 (17.86%), on the point 4 (67.86%), point 5 (7.14%). So the point 4 was obtained the high score, it means that study English with used STAD made the students easy to answer the question

9. Cooperative learning type STAD makes answering the question more difficult

From the question above, the statement was followed to score point 1 (3.57%), on the point 2 (60.72%), on the point 3 (32.14%), on the point 4 (3.57%), point 5 (0%). So the point 2 was obtained the high score, it means that the use of STAD in teaching and learning English did not difficult to students in answer the question.

10. Study in group with STAD model increases students 'motivation in learning English process.

From the question above, the statement showed that point 1 (0%), on the point 2 (3.57%), on the point 3 (7.14%), on the point 4 (60.72%), point 5 (28.57%). So the point 4 was obtained the high score, it means that STAD model can increase motivation for students to study English in their group.

11. I do not like study in group because it can provoke a disturbances

From the question above, the statement showed that point 1 (10.71%), on the point 2 (64.29%), on the point 3 (14.29%), on the point 4 (7.14%), point 5 (3.57%). So the point 2 was obtained the high score, it means that greater part of students disagree if studied in group can provoked a disturbances.

12. I like study English in group

From the question above, the statement showed that point 1 (0%), on the point 2 (0%), on the point 3 (7.14%), on the point 4 (60.72%), point 5 (32.14%). So the point 4 was obtained the high score, it means that greater part of students like if studied in group, learn English in studied group can help students to understand the material.

13. Study in group can help the students to solve the problems in learning English

From the question above, the statement showed that point 1 (3.57%), on the point 2 (10.71%), on the point 3 (10.71%), on the point 4 (14.29%), point 5 (60.72%). So the point 5 was obtained the high score, it means study in group, can help students to solve the problem.

14. When I have difficult in learning the material, I will ask for direction from the teacher without asking other group member

From the question above, the statement showed that point 1 (0%), on the point 2 (64.29%), on the point 3 (3.57%), on the point 4 (32.14%), point 5 (0%). So the point 2 was obtained the high score, it means that the students disagreed because in studied in group if the students did not understand about the material, the students must discussed in their group.

15. The teacher given a quiz to practice students' ability

From the question above, the statement showed that point 1 (0%), on the point 2 (10.71%), on the point 3 (7.14%), on the point 4 (60.72%), point 5 (21.43%). So the point 4 was obtained the high score, it means that the teacher given an individual quiz after the students studied in group, certainly this way can practice and measure students' ability in learning process.

16. Students answer teacher's quiz by themselves

From the question above, the statement showed that point 1 (0%), on the point 2 (3.57%), on the point 3 (17.86%), on the point 4 (75%), point 5 (3.57%). So the point 4 was obtained the high score, it means that the students answered in individual quiz help other friends.

17. I like to look at my friends answer's quiz

From the question above, the statement showed that point 1 (7.14%), on the point 2 (82.14%), on the point 3 (10.71%), on the point 4 (0%), point 5 (0%). So the point 2 was obtained the high score, it means that the students did not look their friend answer the students done the individual quiz.

18. When the teacher explained the material in front of class, I was uninterested

From the question above, the statement showed that point 1 (32.14%), on the point 2 (46.43%), on the point 3 (10.71%), on the point 4 (3.57%), point 5 (7.14%). So the point 2 was obtained the high score, it means that the greater part of students pay attention to the English teacher explanation.

19. I like helping friends in study group.

From the question above, the statement showed that point 1 (0%), on the point 2 (10.71%), on the point 3 (7.14%), on the point 4 (64.29%), point 5 (17.86%). So the point 4 was obtained the high score, it means that the students like help their friends when the students study in group.

20. The teamwork between members of group can ensure the success of a group

From the question above, the statement showed that point 1 (7.14%), on the point 2 (0%), on the point 3 (7.14%), on the point 4 (21.43%), point 5 (64.29%). So the point 5 obtained the high score, it means that the success of a study in group influenced teamwork's performance.

Discussion

Based on the discussion presented, the use of STAD model in teaching and learning English in class VIIIA at SMPN 2 Poso is as follows: firstly, teacher explained about the purpose of learned and motivated the students, then presented the material in front of class. After that students asked to learn in small group. Secondly, the teacher divided the students in several groups in a group consisted of 4 or 5 students. The teacher divided the students in heterogeneous ways. Task group was given to the students to work together. Thirdly, after the students learnt together in their group, the teacher made an individual quiz or individual test to measure students understanding based on the material had been studied. Fourthly, the teacher scored students based on individual improvement over past performance. Finally, the teacher gave award for the high individual performance and high team score.

The use of STAD model in teaching and learning English process was effective as seen from the questionnaires. This model made

English subject interesting for the students (67.86%). This model made easier for the students to understand the material (67.86%), and they could answer the questions easily with group (67.86%). This model also increased their motivation when studying in group (60.72%), and they preferred this model when studying English in group (60.72%) since studying in group helped them solving problem in learning English (60.72%). The students also helped their friends in group (64.29%), and the teamwork made certain that the learning was successful (64.29%).

Conclusion

Teaching and learning process in class VIIIA of SMP Neg.2 Poso, used STAD model consists of 5 steps; first, teacher presented and explained the material in front of class. Second, the students studied in group, teacher divided the students in several groups, in each group consists of four or five group. Third, the teacher had given a quiz or test to measure students' ability. Fourth, the teacher had given the score for students based on individual improvement over past performance. Fifth, the teacher awarded the students who achieved highest individual performance and highest team scores.

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