

Using Student Teams-Achievement Divisions (STAD) To Improve The Students' Vocabulary Mastery at MTS. DDI Enrekang

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Metode Student Teams-Achievement Division (STAD) dapat meningkatkan penguasaan kosakata siswa. Selain itu, penelitian ini juga bertujuan untuk mengetahui sikap positif siswa terhadap pembelajaran kooperatif dengan menggunakan Metode Student Teams-Achievement Division (STAD) dalam pembelajaran kosakata. Penelitian ini dilakukan di Mts. DDI Enrekang. Jenis penelitian ini adalah kuasi-eksperimental dengan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Populasi penelitian adalah siswa kelas tujuh di Mts. DDI Enrekang tahun akademik 2022/2023, yang terdiri dari satu kelas. Sampel penelitian terdiri dari 24 siswa di kelas eksperimen dan 24 siswa di kelas kontrol. Peneliti menggunakan tes kosakata sebagai instrumen penelitian. Hasil penelitian menunjukkan adanya perbedaan hasil antara siswa yang mendapatkan perlakuan dengan metode STAD dan siswa yang mendapatkan teknik biasa dalam mengajar penguasaan kosakata. Skor rata-rata uji pasca untuk kelompok eksperimen lebih tinggi daripada kelompok kontrol ($83.00 > 71.25$) pada analisis sikap siswa saat mengikuti proses pembelajaran, diketahui bahwa penggunaan STAD mempengaruhi sikap siswa dalam proses pembelajaran kosa-kata. Penggunaan metode STAD membantu siswa dalam sikap yang positif dalam meningkatkan kemampuan kosakata mereka. Pada umumnya siswa setuju penggunaan metode STAD dalam pengajaran Kosakata karena mereka dapat lebih percaya diri dan bekerja sama dengan baik. Dan juga mereka berpendapat STAD dapat membuat menarik pembelajaran dan lebih membuat suasana aktif.

Kata kunci: Kosa Kata; STAD; Kuantitatif

ABSTRACT

This research aims to find out whether or to find out: Whether or not the use of Student Teams-Achievement Division (STAD) can improve the vocabulary mastery of the students. Whether or not the students have positive attitudes toward cooperative learning type Student Teams-Achievement Divisions (STAD) in learning vocabulary. This research took place at Mts. DDI Enrekang. The kind of this research was Quasi-experimental which have two groups namely experimental and control group. Population of research was the seventh grade students of Mts. DDI Enrekang in academic year 2022/2023 which consisted one class. Sample of the research was 24 in experimental and 24 in control class. The researcher using vocabulary test as instrument of the research. The result showed that there is different result of students who given treatment by STAD and students who given usual technique in teaching vocabulary mastery. The mean score of post-tests for experimental group was higher than the

control group ($80.83 > 71.25$). on the analysis of students' attitude in following teaching learning process, it was found that the use of STAD influenced the students' attitudes in learning vocabulary. STAD method helped students' attitudes turn into positive to improve vocabulary mastery. Most of the students agreed to use of STAD because it could build students' confidence and work together. Many students also agreed that the use of STAD was interested and active in teaching learning process.

Key Words: Vocabulary; STAD; Quasi-Experimental

Introduction

One might become hardly communicate in English if he or she lacks vocabulary. As an important element, vocabulary should be mastered if someone wants to success in communication. English, which has four language skills i.e. speaking, listening, reading, and writing needs vocabulary as a determiner to comprehend them, because vocabulary plays an important role in reading and listening comprehension and also speaking and writing production. It is extremely important because the mastery of English will not be complete without dealing it very well. "The fact is, that without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed". Someone will difficult to make a good communication if he doesn't know about grammar, but if someone has no vocabulary; he will not be able to communicate at all. Eventually, vocabulary is very essential in mastering a language.

Long since English has been taught, one thing that always becomes a big problem is vocabulary mastery. We cannot deny that many students come to the classrooms with limited vocabulary. Obviously, many students have obstacles to increase their vocabularies such as; some of students have a dislike in memorizing to increase vocabulary. Even though, it is saved in their memory, but in a few days it will be forgotten. Students also lazy to open the dictionary because they think it is a waste of time and tiring. Therefore, the teacher has to find another effective and efficient technique in teaching vocabulary. Cooperative learning is one of the best techniques that can be applied in teaching and learning vocabulary.

The effects of cooperative learning activities have been positive for increased academic achievement in recent empirical studies conducted with students with and without disabilities. In considering the effects of cooperative learning on academic achievement, some researchers have repeatedly examined cooperative versus individualistic instruction. Recent studies have evaluated the effects of cooperative and individualistic learning experiences by comparing achievement of academically handicapped, normal-progress, and gifted students. Results indicate the cooperative learning experiences promote higher achievement and greater retention than do individualistic learning experiences for all students. There are four kinds of cooperative learning such as team-games tournament, jigsaw, group investigation, and Student Teams-Achievement Divisions (STAD). STAD is the most extensively researched of all cooperative learning methods (Slavin, 1990:26) it is also very adaptable, it has been used in mathematics, science, social studies, English, industrial arts, and many other subjects, and at levels from second grade to college. Newman and Thompson, (1987:54) quoted in Marhaen reported that STAD was the most successful cooperative learning

technique in increasing student academic achievement. Slavin, (1995:31) reported on 29 studies that examined the effectiveness of STAD. He reported that STAD consistently had positive effects on learning. Generally, STAD positively affected (c) cross race relations, (b) attitude toward school and class, (c) peer support, (d) locus of control, (e) time on task, (f) peer relationships and, (g) cooperation.

THEORY

1. The concept of STAD

Some researchers have reported to expose the identification of the students' attitude and interest in learning English by using cooperative learning method type Student Teams-Achievement Divisions (STAD) to make the teaching and learning more effective. Some of the researchers' findings are cited concisely below.

Amin, (2004) on her research "Developing Speaking Performance through Cooperative Learning" found that (a) the use of Student Teams-Achievement Divisions as the method of cooperative learning could significantly develop the students' speaking performance in terms of speaking accuracy which is dealing with acceptable pronunciation, correct grammar, and appropriate word choice as indicated by the significant differences between the mean scores of pre-test and post-test at the 0,05 level for each component; (b) the use of such teaching strategy made the students have both in the same score of a different degree, namely, fifty (50%) for strongly positive and fifty (50%) for positive attitude.

Wichadee, (2005) on her research "The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University" found that there is significant difference between the result of the pretest and posttest of the students who are taught by using STAD technique and he concluded that STAD has increases students' English reading skill.

Marhaen, (2006) on research "Increasing the Students' Vocabulary Achievement under Cooperative Learning Type STAD in the first year of SMA Negeri 4 Kendari: A Classroom Action Research." The purpose of the research was to offer a descriptive account of the first-year student's vocabulary achievement of SMA Negeri 4 Kendari and their attitude toward teaching vocabulary under cooperative learning type STAD method. 400 students in number were drawn as population (40 students were chosen as samples). He concluded that the students have positive attitude toward the English teaching vocabulary under cooperative learning type STAD method.

Some researches above investigated the same method, which is the implementation of STAD. Marhaen conducted research on "Increasing the Students' Vocabulary Achievement under Cooperative Learning Type STAD in the first year of SMA Negeri 4 Kendari: A Classroom Action Research", Amin researched on "Developing Speaking Performance through Cooperative Learning", and Wichadee conducted research under the title "The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University". The researcher herself conducts research about the effectiveness of STAD in teaching vocabulary. This research is different to one another.

2. The Concept of Vocabulary

In order to point out clear concept of vocabulary, some definitions of vocabulary will be presented below.

According to Cambridge International Dictionary of English, vocabulary is all the words used by a particular person or all the words which exist in particular language or subject. While, the New Shorter Oxford English Dictionary defines that vocabulary is (1) alphabetical list of words with definitions or translations, as in grammar or reader of foreign language; (2) the range of language of a particular author, group, discipline, book, etc; the sum of words known or habitually used by an individual; (3) the sum or aggregate of words composing a language; (4) a set of artistic or stylistic forms, techniques, movements, etc; the range of such forms available to a particular person.

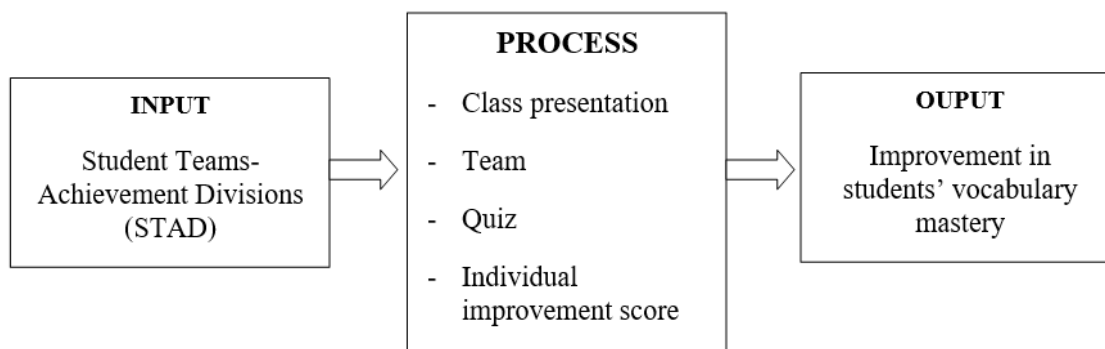
Brown, (1994) views vocabulary in two ideas:

- a. Vocabulary is the content and function words of language which are learned thoroughly so that they become part of a child's understanding, speaking and later reading and writing.
- b. Vocabulary is words having meaning when heard or seen even through the individual products it with communicating with others.

According to Hasanah, N., & Ali, S. M. (2021) stated that vocabulary is an aspect of language that a person has who refers to certain concepts, rules and specific rules and is used to give and receive information. Vocabulary is a requirement that must be fulfilled for a person to communicate or speak well in English, both of English as a foreign language or as a second language. Vocabulary is all words in the language.

3. Theoretical Framework

The theoretical framework in this research as in the following:



Method of Research

The method of this research is Quasi-Experimental Design in which two groups of students will be involved. They are control group and experimental group. A pre-test will be administered before treatment and post-test after treatment to measure the treatment effect.

E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

The population of this research will be the second-year students of Mts. DDI Enreng in academic year 2022/2023 which consists of two classes. Each class consists of 24 students. So the total number of population is 48 students.

This research uses random sampling. The first class that appears is defined as experimental group, and the last class is defined as control group.

The instrument of the research will be a vocabulary test and questionnaire. Vocabulary test will be used in pretest and posttest. The pretest will be used to see the students' prior knowledge on English vocabulary before they are given a treatment, while the posttest will be used to know the student's achievement on English vocabulary mastery after giving a treatment. Questionnaire will be used to determine the students' attitude toward the method of cooperative learning, which is Student Teams-Achievement Divisions (STAD) as a teaching strategy in the treatment.

Result And Discussion

Result

- a. The Rate frequency and percentage score on pre-test of Experiment Class

Table 1

The Rate frequency and percentage score on pre-test of Experiment Class

No	Classification	Score	Pre-test	
			Frequency	Percentage
1	Very Good	91 – 100	0	0%
2	Good	75 – 90	2	8%
3	Fair	61 – 74	12	50%
4	Poor	51 – 60	10	42%
5	Very Poor	< 50	0	0%
Total score			24	100%

Based on the table 4.3.1 above that most of the students were in fair categorized around 12 students (50%). Then, it was followed by 10 students who got poor categorized and there were 2 students who got good categorized. There was not found students who got very good and very poor categorized.

- b. The Rate frequency and percentage score on post-test of Experimental Class

Table 2

The Frequency and Percentage of Post-test Experimental Class

No	Classification	Score	Pre-test	
			Frequency	Percentage
1	Very Good	91 – 100	0	0%
2	Good	75 – 90	21	87.5%
3	Fair	61 – 74	3	12.5%
4	Poor	51 – 60	0	0%
5	Very Poor	< 50	0	0%
Total score			24	100%

The table 4.3.2 pointed that there were some improving of the students score. There were 21 (87.5%) students who reached good categorized. Then followed by 3 students (12.5%) were fair categorize. And there was not students who stand in very good and very poor categorized.

- c. The improvement between pre-test and post-test

The improvement between pre-test and post-test can be seen as following figure:

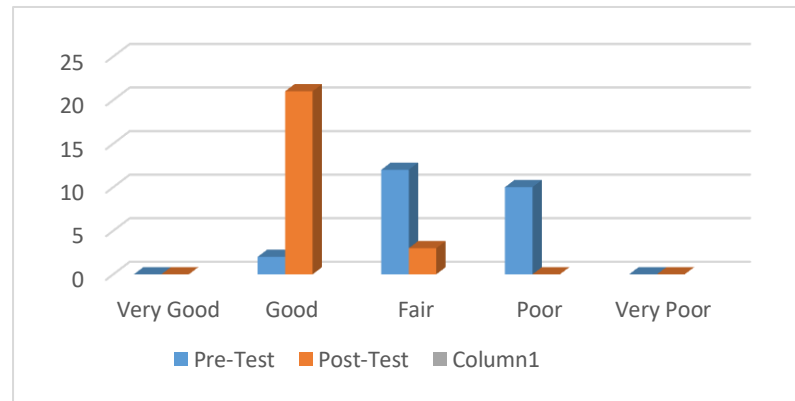


Figure 4.1.3

The graphic Improvement of Students' Score between Pre-test and Post-test in Experimental Group

The figure 4.1.3 previously showed that there were an improvement between pre-test and post-test. In pre-test, it cannot be seen the score of very good categorized as the highest score. The highest score was good that only 2 students who reached it, and it was followed by fair categorized as the highest number of students who get it 12 students. On the other hand, in post-test there were 21 students who could reach Good categorized as the highest score, and followed by 3 students who got good and non-students got very good, poor and very poor categorized. So, overall it can be concluded that there were an improvement after given treatment by applying STAD method in teaching vocabulary mastery.

- d. T-test Value of the Students' Vocabulary mastery of Experimental Class

The t-test of the students' vocabulary mastery was described through the following table:

Table 3
T-test and T-table Value

VARIABLE	T-TEST VALUE	T-TABLE VALUE
X2 – X1	20.37	2.06

The result of the t-test was 20.37 than t-table value was 2.06. It pointed that the t-test value was higher than the t-table value. The degree of freedom (df) was 24 (n-1 or 24-1=23), the level of significant (p) =0.05, the t-test value = 20.37 and the t-table value = 2.06. This data can be assumed that there was an improvement of the students' score by applying STAD method in teaching writing significantly. It means that the Alternative Hypothesis (H₁) was accepted while the Null Hypothesis (H₀) was rejected.

e. The Result of Questionnaire

Questionnaire is one of the popular medium for collecting data in education and social research. The distribution of questionnaire in this research aims to find out whether the students have positive attitudes in learning vocabulary by using STAD. The questionnaire was distributed to the students in experimental group after the treatment. In this research the questionnaire included 10 items which were expected to find out the attitudes of the students in learning vocabulary by using STAD.

The questionnaire was responded the students individually refer to the students' opinion after the treatment using STAD. The attitudes students of Mts. DDI Enrekang in learning vocabulary by using STAD showed positive attitudes. Refers to the data analysis of the questionnaire items, the mean score of questionnaire were 39.7 and categorized into positive classification. The data analysis can be seen in the following table.

Table 4
The Rate Percentage of the Students' Attitudes

No	Classification	Range	Frequency	Percentage
1	Strongly Positive	42-50	9	37.5%
2	Positive	34-41	13	54.2%
3	Moderate	26-33	2	8.3%
4	Negative	18-25	0	0%
5	Strongly Negative	10-17	0	0%
Total			24	100

Based on the data on the Table 4.1.11 the analysis data questionnaire of the experimental group stated that none of the students responded in negative statement toward the use of STAD, it showed that 9 (37.5%) of students were strongly positive attitudes, then 13 (54.2%) of students who were positive and 2 (8.3%) students were moderate classification. Based on the score of the students in questionnaires, it was found that the highest score was 46 which were categorized as strongly positive attitude. And the lowest score was 31 which was categorized moderate attitude and most of the students indicated strongly agree and agree as positive statement about the use of STAD in learning vocabulary mastery. Then, it could be concluded that the use of STAD is giving the students positive attitudes in learning vocabulary.

Discussion

Referring to the findings about the attitudes of the students in experimental group, the researcher analyzed that the students are positive attitude in learning vocabulary by using STAD. The data (Table 4.3.11) showed that 9 students or 37.5% of 24 students were strongly positive and 13 students or 54.2% were positive attitude and 2 students or 8.3% were moderate attitude. It means that most of the students have positive respond about the use of STAD in learning vocabulary. In other words, the students are positive attitude in learning vocabulary mastery through STAD method.

Based on the analysis, the use of STAD influenced the students' attitudes in learning vocabulary. It means that STAD helped students' attitudes turn into positive to improve vocabulary mastery. Most of the students agreed to use of STAD because it could built students' confidence and work together. Many students also agreed that the use of STAD was interested and active in teaching learning process

In line with the students' attitude classification, the students had positive attitudes in learning vocabulary by using STAD. It was proved by the mean score of questionnaires was 38.3 which classified into positive attitude category.

Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded there are different result of students who given treatment by STAD and students who given usual technique in teaching vocabulary mastery. The mean score of post-tests for experimental group was higher than the control group ($80.83 > 71.25$). The mean score both of groups shows that both experimental and control were different category based on the scoring system by Depdiknas (2008) in which experimental were in good category while control class were fair category. Based on the analysis of students' attitude in following teaching learning process, it was found that the use of STAD influenced the students' attitudes in learning vocabulary. STAD method helped students' attitudes turn into positive to improve vocabulary mastery. Most of the students agreed to use of STAD because it could build students' confidence and work together. Many students also agreed that the use of STAD was interested and active in teaching learning process. In line with the students' attitude classification, the students had positive attitudes in learning vocabulary by using STAD. It was proved by the mean score of questionnaires was 38.3 which classified into positive attitude category.

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