

THE EFFECT OF USING STAD TECHNIQUE ON THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT IN WRITING SENTENCE AT SMPN 3 BALUNG IN THE 2011/2012 ACADEMIC YEAR

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***Abstract.** Cooperative learning has been studied widely through out the world as promising approach. In this chance, there is a crucial problem to solve dealing with the students' tense achievement in writing sentence, particularly in foreign language context. This Research was intended to know the significant effect of STAD technique on the seventh grade students' tense achievement in writing sentences at SMPN Balung. The research implementation of quasi experimental design by using non equivalent-groups post-test only design has resulted effect of X on Y. The students who were treated by using STAD out performed their counterparts in the control class who were taught using lecturing method. This was likely due to the fact that the control class got the chance on cooperative learning "the act of helping each other learning among students in which they promote each other's success" while their fellow counterparts did not. In conclusion, the study shows that there is significant effect of using STAD technique on the seventh grade students' tense achievement in writing sentence at SMPN Balung in the 2011/2012 academic year.*

***Key Words :** STAD, positive interdependence, individual accountability, face-to-face interaction development of social skill and group evaluation.*

INTRODUCTION

To be able to communicate with each other and swiftly interact to technological development and information, people need a tool or a means of communication that is called a language. Therefore, globally, the role of language is very important. Today's world population is multi-cultural and it is not evitable that language grows and has numerous varieties. As a consequence, people can hardly communicate with others throughout the world. The presence of an international language is then more than a necessity to unite the diversity of languages. Nowadays, we cannot neglect that learning English is very important. As a matter of fact, English is widely used as a means of communication in the world.

Considering the reasons above, English is taught as the compulsory subject in senior and junior high school the objective of teaching English is to develop the students' skills in listening, speaking, reading, and writing as well as the language

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components (grammar, vocabulary, pronunciation). In this case, the junior high school students should learn the four language skills and the language components integratedly.

Writing is one of the language skills that is also important because today's job requires it. This is the case with most jobs whether you must write a letter, an essay or help design sales materials. In addition, students of university will not graduate unless she / he accomplishes writing thesis. However, to be able to write well, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts (Chin : 2000). Grammar as a component of English is important because by mastering it, Tenses as a part of grammar are also very important to be mastered. According to Langan (2004:6) Knowing traditional rules of grammar, punctuation, and usage will help you write clear sentences when communicating with others.

Learning English is not only gaining the knowledge (Learning to know) but also learning to do, learning to be and learning to live together. This is in line with the proposal of UNESCO which passes through international commission on education for the twenty first century which is famous with four pillars of study. This idea can be done by teaching tenses using cooperative learning. According to Kauchak and Eggen in Isjoni (2009:19) cooperative learning is learning strategy involving students to work collaboratively to reach the common goal. Lie (2002) argues that cooperative learning gives a theoretical basic how the students can reach their success together in learning

According to Crandal, in Arnold (1999:277), there are five distinct feature of cooperative learning, namely : positive interdependence, individual accountability, face-to-face interaction development of social skill and group evaluation.

a. Positive Interdependence

Positive interdependence is an important element in cooperative learning. Kohonen in Nunan (1992:35) defines positive interdependence as a sense of working together for a common goal and caring about each other's learning. In addition, it is linking students together, so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together (Johnson, Johnson & Holubec ,1998, p. 4:7).

b. Individual Accountability

Individual accountability is the factor that shows that students are learning better cooperatively. The purpose of cooperative groups is to make each member a stronger individual in his or her own right (Johnson, Johnson & Holubec, 1998, p. 4:17).

c. Face-to-face Interaction

The third element of cooperative learning requires face-to-face interaction” *the act of helping each other learning*” among students in which they promote each other’s learning and success. They provide the feedback between members necessary for all individuals to test ideas and build a framework for their knowledge, and they provide resource sharing

d. Development of Social Skills

Cooperative learning is a learning strategy where the students are lead to interact and communicate among the members of group. To be able to interact and communicate among group’s members, students should have a social skill that is the skill for working together effectively. Crandal (1987), as quoted in Arnold (1999:228) states that for cooperative groups to succeed, individual needs to develop not only linguistic but also social skill which facilitates teamwork, create trust, enhances communication, leadership, problem solving, and decision-making.

e. Group Evaluation

Group evaluation is a very important part of cooperative learning. Group evaluation refers to the group members’ reflection on their work and their interactions, focusing on refining and improving their efforts to achieve the group’s goals and ensure positive, effective working relationships hoping that they can correct unwanted behavior during learning process.

One of cooperative model that can be used is STAD. The STAD model was applied because of several reasons. First, Slavin (1991:8) stated that STAD is the simplest of the Student Team learning method. Second, it is suitable for teaching tenses, especially in writing sentences. Slavin (1991:90) stated that STAD is the most appropriate for teaching well-defined objectives with single right answer. Last, one of the basic reason why STAD was used in this research because it could minimizes a competition in the class

STAD has some strengths for English Teaching and Learning. Slavin (1991: 22) proposes five advantages of STAD, as follows:

- a. Frequent quizzes in STAD give feedback to students and teacher.
- b. The circumstance in STAD class is relatively quiet, businesslike form of Student Team Learning.
- c. Improvement scores challenge the students.
- d. STAD takes less instruction time than TGT.
- e. Curriculum materials available in most subjects

Beside the strengths, STAD also has the weaknesses and it will become a problem for the teacher who is trying to use this technique. Slavin (1991:64) confirms some problems that the teacher may experience in applying STAD and how to cope with the problems. as follows:

- a. Team member not getting along.
- b. Absences
- c. Ineffective Use of Team Practice Time.
- d. Students Face that Individual Improvement Score System is not Fair.

There has been a great amount of relevant research on STAD. The first is a quasi-experimental design developed by Wyk (2010) entitled “Do Student Teams Achievement Divisions Enhance Economic Literacy?”. This research found that the experimental group had a 16.13 score increase from the pretest to posttest compared to that of the control group. The experimental group, which was exposed to STAD, had a statistically significant increase in economic literacy levels compared to that of the control group.

The second is the research on the use of STAD conducted by Astutik (2010) which also showed that the use of STAD model in Cooperative Learning could improve the students’ active participation in the teaching and learning process and their structure achievement at SMPN 12 Jember in the 2009/2010 academic year.

The third is experimental research conducted by Wulandari (2012). The study show that student who were taught tense by using STAD got better score better than that control group who were taught tense by lecturing method.

RESEARCH METHODS

The design of this research was Quasi-experimental research by using nonequivalent-groups post-test only design. Based on the result of homogeneity test that the population was homogeneous. Then, two classes were taken at random by lottery. The result was class B as the experimental group and class A as the control group.

The treatment was teaching tense (simple present tense and present continuous tense) by using STAD was given to the experimental group, while lecturing method which was regular technique was given to the control group. After that, administering try out to check whether the teacher made test met the qualification reliable, sufficient time allocation, and difficulty index of the test items. Try out was applied in class which belonged to neither the experimental group nor the control group. Tense test was given to both groups to find out the difference of the tense achievement in writing sentences and comparing the result of both groups by using t-test formula. Then, draw conclusions from the analysis to answer the research question. The design of the research is presented in the following pattern.

Group	Treatment	Posttest
A	→ X →	O
B	→	O

Where:

A : experimental group

B : control group

X : treatment

O : posttest

(Adapted from McMillan, 1992: 175)

The procedures of the design are as follows:

1. Conducting the homogeneity test and determining the experimental group and the control group based on the result of the homogeneity test. The population was homogenous, the experimental group and the control group were taken randomly by lottery.
2. Giving treatment to the experimental group, that was, teaching tenses (simple present and present continuous tense in sentence writing) by using Students Team Achievement Technique (STAD). While, the control group was taught tense

(simple present and present continuous tense in sentence writing) by using the conventional technique or lecturing. They got the same materials, but the only one that made the experimental and control group different was that the experimental group was taught by using Students Team Achievement Division but the control was taught by using lecturing.

3. Giving a posttest (Simple Present Tense and present continuous tense in sentence writing) to both of the classes to know the result of the treatment given.

A data collection method is a method which is used to get the data needed for the research. Generally, the collected data are used to prove whether the hypothesis was accepted or not. Arikunto (2002:197) explains that in a research, constructing the instrument to collect the data have to be done seriously in order to get appropriate results.

There were two kinds of data in this research, namely primary data and secondary data. Tense test was used to collect the primary data, while interview and documentation were the methods that were used to collect the secondary data.

In conducting the test, the researcher used the teacher made test in the form of objective test. The total number of the test is 20 items administered in 60 minutes. The test covers the indicator of simple present tense (10) and present continuous tense (10 items). To score the results of the test, the following formula was used.

$$\frac{n}{N} \times 100$$

Notes:

n : the correct answer

N : the number of the test items

(Ali, 1993:186)

So, the maximum score of the test was 100

Before administering posttest, a try out was conducted to know whether or not the test was suitable for seven grade students. The try out was given to another group that was not chosen as the experimental or the control group. Further, Arikunto (2002:223) says that the purpose of establishing try out of an achievement test are to know; 1) the test validity, 2) the test reliability, and 3) the difficulty index of the test items.

RESEARCH FINDING AND DISCUSSION

The post test was conducted on 23rd June 2012. The post test was given to both groups after each group received teaching learning process twice. The post test scores were analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not.

The result of the students' Tense test of the experimental group and the control group based on the t-test analysis are presented on Table 1.

Table 1. The Summary of the t-test Result

	Experimental group (X)	Control group (Y)
Mean	72.34	65.62
Respondents (n)	32	32
$\sum X^2$	3845.04	2737.36
Df	62 (60 is the nearest range)	
t-statistic	2.62	
t-table	2.00	

From the table above, the result showed that the mean score (M) of the experimental group was 72.34 and the control group was 65.62 and the t-test value was 2.62, and the t-table was 2.00. The result of mean scores on the experimental group was higher than the control group ($72.34 > 65.62$) and also the t-test value was higher than t-table, the null hypothesis (H_0) which says: "There is not any significant effect of teaching tenses (simple present tense and present progressive tense) by using Student Team Achievement Division (STAD) on the seventh grade students' tense achievement in writing sentences at SMPN 3 Balung", was rejected. On the contrary, the alternative hypothesis (H_1) which says: "there is a significant effect of teaching tense (simple present tense and present progressive tense) in writing sentences by using Student Team Achievement Division (STAD) on the seventh grade students' tense achievement at SMPN 3 Balung", was accepted. It means there was a significant effect of using Student Team Achievement Division (STAD) in teaching Tenses (simple present tense and present progressive tense) on the Seventh grade students' Tense achievement in writing sentences.

The result of data analysis showed that STAD technique significantly affected tense achievement of the seventh grade students of SMP Negeri 3 Balung. It was known from the comparison of statistical value of the t-test and the value of t-table with significant level 5%. The statistical value of the t-test was higher than the value of t-

table was 2.62, while the value of t-table at the significance level 5% with df (75) was 2.00. This finding is relevant to the theory that STAD technique is effective. It could help students in low achiever and high achiever to get the same opportunities in understanding the text well. This result might be caused by the benefit of STAD. Students have positive interdependence as a sense of working together for a common goal and caring about each other's learning. In addition, it is linking students together, so one cannot succeed unless all group members succeed (Kohonen in Nunan.1992:35). Every student made up of high, average and low achiever in which every student is given a responsibility for his/her own learning and the students work together to help each other solve a problem to reach the common goal. Therefore, they commonly got better score or they made positive improvement on every the tense quiz

In conclusion, STAD technique is appropriate technique that gives a significant effect on the students' tense achievement. Therefore, the result of this research showed that the STAD technique gave a significant effect on the students' tense achievement of the seventh grade students at SMP Negeri3 BALUNG in the 2011/2012 academic year.

CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis and the hypothesis verification that has been discussed and interpreted, it could be concluded that there was a significant effect of STAD Technique on the seventh students' tense achievement in writing sentences at SMPN 3 Balung in the 2011/2012 academic year. It means that the experimental students who were taught tenses by using STAD got better score in the tense test than the control students who were taught tenses by using lecturing method

Considering the result of the research, the researcher proposed some suggestions. 1) It was recommended the teacher using STAD in the English teaching to develop the quality of the English teacher in teaching the simple present tense and present continuous tense in writing sentences. 2) The students are suggested to pay attention to the teacher explanation, study tenses and, do the exercise in groups. 3) The other researcher are suggested to conduct a further research with different research design ,such as ; classroom action research with the similar problem to Improve the students' tense with different subject and school

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