

## APPLICATION OF STUDENT TEAMS ACHIEVEMENT DIVISION COOPERATIVE MODEL

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**Abstract:** This study aims to determine the effectiveness of applying the Student Teams Achievement Division (STAD) Cooperative learning method in improving the English language achievement of class X students at SMA Muhammadiyah 3 Bancar Tuban. This study used a classroom action research approach, in which the researcher acted as a teacher and applied both methods for four weeks. The study participants consisted of 22 students who were divided into several groups. Data were collected through pre-test and post-test, observation, and interviews. The results of the study show that through the application of the STAD model, students become active in groups, students work together with other students, students can also master the lessons delivered, and students help each other when friends in the group experience learning difficulties. This can all be seen in the results of observations of students in class during the learning process. So it can be concluded that the application of the cooperative model type Student Teams Achievement Division (STAD) can increase student understanding and achievement.

**Keywords:** Achievement, Cooperative Learning, Learning English, STAD

**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektifitas penerapan metode pembelajaran Kooperatif Tipe Student Teams Achivement Division (STAD) dalam meningkatkan prestasi bahasa Inggris siswa kelas X di SMA Muhammadiyah 3 Bancar Tuban. Penelitian ini menggunakan pendekatan penelitian tindakan kelas, di mana peneliti bertindak sebagai guru dan menerapkan kedua metode tersebut selama empat minggu. Peserta penelitian terdiri dari 22 siswa yang dibagi menjadi beberapa kelompok Data dikumpulkan melalui pre-test dan post-test, observasi, dan wawancara. Hasil penelitian menunjukkan bahwa melalui penerapan model STAD ini, siswa menjadi aktif dalam kelompok, siswa saling bekerjasama dengan siswa lain, siswa juga dapat menguasai pelajaran yang disampaikan, dan siswa saling membantu apabila teman dalam kelompok mengalami kesulitan belajar. Ini semua dapat dilihat pada hasil observasi terhadap siswa di kelas selama pembelajaran berlangsung. Sehingga dapat disimpulkan bahwa penerapan model kooperatif tipe Student Teams Achievement Division (STAD) dapat meningkatkan pemahaman dan prestasi belajar siswa.

**Kata kunci:** Pembelajaran Bahasa Inggris, Pembelajaran Kooperatif, Prestasi, STAD

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## INTRODUCTION

Education is a form of human capital investment that will determine the quality of human resources (HR) of a nation. Muhaimin (2011) states that Education is also a process of changing the attitude or behavior of a person or group in an effort to mature humans through teaching and training. Education as a learning activity has been carried out at the age of the human being himself as an educational actor. The essence of education is the interaction between teachers and students. Good interaction is based on the teacher's ability to communicate with his students, either orally, in writing, using educational media, or group activities. So without learning, there is essentially no education. Hamdani (2011) states that Learning is a concept of two dimensions of activity (learning and teaching) that must be planned and actualized, as well as directed at achieving goals or mastering a number of competencies and their indicators as an illustration of learning outcomes. Based on observations of students in English lessons at SMA Muhammadiyah 3 Bancar Tuban, during the learning process many students were found to be less attentive, the indicators were: laying their heads on the bench, talking to their classmates or doing activities that were not related to the lesson being attended. 7 From these observations I conclude that the learning process is less interesting and monotonous. Because not all are actively involved in the ongoing learning process, so that learning achievement is below the KKM that has been determined. Based on observations of students in English lessons at SMA

Muhammadiyah 3 Bancar Tuban, during the learning process many students were found to be less attentive, the indicators were: laying their heads on the bench, talking to their classmates or doing activities that were not related to the lesson being attended. 7 From these observations I conclude that the learning process is less interesting and monotonous. Because not all are actively involved in the ongoing learning process, so that learning achievement is below the KKM that has been determined. Based on observations of students in English lessons at SMA Muhammadiyah 3 Bancar Tuban, during the learning process many students were found to be less attentive, the indicators were: laying their heads on the bench, talking to their classmates or doing activities that were not related to the lesson being attended. 7 From these observations, I conclude that the learning process is less interesting and monotonous. Because not all are actively involved in the ongoing learning process, so that learning achievement is below the KKM that has been determined. talk with peers or do activities that are not related to the lesson being attended. 7 From these observations I conclude that the learning process is less interesting and monotonous. Because not all are actively involved in the ongoing learning process, so that learning achievement is below the KKM that has been determined. talk with peers or do activities that are not related to the lesson being attended. 7 From these observations I conclude that the learning process is less interesting and monotonous. Because not all are actively involved in the ongoing learning process, so that learning achievement is below the KKM that has been determined.

One effort to help overcome the problems above is to apply a learning model that can be applied so that students are active in the teaching and learning process by using the Student Teams Achievement Division (STAD) Cooperative Model. Through this model students learn and work in small groups cooperatively. Arumningtyas, Win (2012) states that the purpose of this learning method is that there is interaction between students

with one another. students are more courageous in expressing opinions or asking other students so that they can mentally train students to study together and socialize with friends, prioritize group interests, increase student motivation in class learning. So that student achievement in learning English increases. Thus, this research on improving English learning has significant benefits in improving the quality of learning, students' motivation and interest, as well as students' English skills as a whole.

## **METHODS**

This report uses a research method called classroom action research (CAR) with two cycles to investigate how the Student Teams Achievement Division (STAD) Type Cooperative Model improves learning achievement in English class X in SMA Muhammadiyah 3 Bancar Tuban. Aqib, Zainal.(2009) states PTK is a way of doing research that involves working closely with teachers and students to find out the best learning methods in the classroom. In this study, the research process involves four steps: planning, trying new methods, observing what happens, and reflecting on the results. By conducting this research, the aim was to see whether the use of the Student Teams Achievement Division (STAD) Cooperative Model increased student achievement in English subject.

In cooperative and STAD-based learning methods, the steps involved, especially when learning the Application letter material, include the following activities: (1) Preparation. The teacher prepares materials for learning Application letters with specific learning objectives. There are questions or assignments that must be answered or completed by students when their lesson takes place; (2) Explanation of the rules. The teacher explains the rules of group discussion, including how they will choose friends and they must always be involved and participate in existing group assignments. (3) Cooperative. Students are given the opportunity to work cooperatively in groups of 4-5 people. They can discuss, share ideas, and help each other in answering questions or completing tasks that arise during the group. (4) Reflection. After the group discussion is over, the teacher and students conduct a reflection session. They discussed their learning experiences, what they had learned, the difficulties they faced, and how the group helped their understanding. The teacher can also provide additional feedback and explanations if needed.

In this method, the teacher acts as a facilitator who guides the learning process and provides guidance if needed. Meanwhile, students actively participate in doing assignments, collaborate with their group members, engage in discussions, solve problems, and reflect on what they have learned. This method creates an interactive and fun learning experience, promotes active participation and better understanding (Rusman, 2013:214).

In each cycle, the researcher performs several tasks from the beginning to the end. The following is a summary of the tasks carried out by researchers in each cycle:

### **Planning Stage**

Determine research objectives and research questions to be answered. Designing lesson plans and teaching approaches involving cooperative methods and group discussions (STAD). Prepare relevant data collection instruments, such as questionnaires or tests.

### **Action Stage**

Implement the lesson plan using cooperative and STAD-based learning methods in the classroom. Monitor and observe students during the learning process, including their interactions in groups, level of participation, and responses to the learning methods used. Recording observational data, noting aspects relevant to the research, such as student engagement, activity level, and understanding.

### **Observation Stage**

Collecting data through observing the learning process involving cooperative and STAD-based learning methods. Systematically record relevant information, including student engagement, responses to learning, and observable learning outcomes.

### **Reflection Stage**

Analyze the data collected from the observation stage and evaluate student learning outcomes. Reflect on the effectiveness of the learning methods used in achieving the learning objectives that have been set. Identify the strengths and weaknesses of learning methods and consider improvements or adjustments that need to be made. After the reflection stage, the researcher will repeat the next cycle, making the necessary changes or adjustments based on the findings and reflections from the previous cycle. This process is carried out interactively to improve learning methods and student learning outcomes.

## **RESULT AND DISCUSSION**

The following is the learning outcomes of students at SMA Muhammadiyah 3 Bancar during two cycles of cooperative and STAD-based learning. The purpose of this study was to investigate the impact of this method on improving the English skills and achievement of class X students.

### **Cycle 1**

*Average improvement in students' English skills: 15%.*

An average increase of 15% indicates that students have made significant progress in their English skills. They have shown progress in areas such as fluency, comprehension, vocabulary use, and written expression. It is important to note that while the average improvement is significant, individual students may show varying degrees of improvement. Some students may experience greater improvement, while others may show more moderate improvement.

*Increased active participation and engagement during STAD-based and cooperative learning activities.*

After introducing cooperative and STAD-based learning methods, there was a marked change in the level of active participation and student engagement. They become more engaged, motivated, and interactive in the learning process. During cooperative activities, such as group discussions or collaborative projects, students actively interact with their group mates. They share ideas, discuss concepts, and work together to solve problems or complete tasks. Likewise, during STAD-based learning activities, such as discussions with their group mates, students become very enthusiastic in working on it because the competition in each group also makes them more motivated and actively participates and tries to succeed.

## **Cycle 2**

*Strengthening and increasing the consistency of student learning outcomes.*

In the second cycle of research, the researcher aims to strengthen and maintain student learning outcomes that have been found in the first cycle. Through the re-implementation of cooperative and STAD-based learning methods, researchers want to see whether student learning outcomes can be consistently improved and maintained. The results showed that in the second cycle, students had achieved a higher level of learning and were consistent in their English skills. An average increase of 15% was achieved in students' English skills, indicating a continuous improvement from the first cycle. This indicates that the application of cooperative and STAD-based learning methods on an ongoing basis can result in the improvement and maintenance of student learning outcomes.

*Increasing independent learning and problem solving abilities of students.*

In addition to improving English skills or achievement, cooperative and STAD-based learning methods also have an impact on students' independent learning and problem-solving abilities. Through cooperative and STAD-based activities that encourage students to think critically, work collaboratively, and face challenges, students have developed the skills necessary to become independent learners and effective problem solvers. Students may become more skilled at managing time, managing assignments, and taking initiative in their learning process. They may be better able to identify problems, formulate problem-solving strategies, and find creative solutions.

*Changes in students' attitudes and motivation towards learning English.*

Collaborative and game-based learning methods also have an impact on students' attitudes and motivation towards learning English. Prior to applying this method, students may have a negative or less enthusiastic attitude towards learning English because of boring or less interactive experiences in the past. However, with the introduction of interesting and fun learning methods, students' attitudes and motivation can change positively. Students can show a more positive attitude, increased enthusiasm and greater interest in learning English. They may be more open to learning material, take risks in speaking and interacting in English, and feel confident in their ability to master the language.

## **CONCLUSION**

Learning English is now more and more enthusiasts from various circles, especially among students or students. However, the use of unattractive learning methods and the method of delivery in class also makes students feel that English is an uninteresting subject and seems monotonous, especially in learning such as reading application letters and others. Thus, there is a need for active and effective learning methods for students, so that students become active, happy, and motivated to learn English. The research that the researchers developed refers to cooperative learning methods and Student Team Achievement Division. A method that provides space for students to have active discussions in groups. active Learning, which involves students actively in their own learning through problem solving and practical activities, promoting better thinking skills. Cooperative and STAD-based learning methods tend to increase student achievement in learning English.

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