

THE USE OF STUDENT TEAMS-ACHIEVEMENT DIVISION IN TEACHING SIMPLE PAST TENSE

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Abstract

The research investigated the evidence whether using Student Teams-Achievement Division as a teaching technique was useful to teach students simple past tense. It was a pre-experimental research with one group pre-test and post-test design. There were 34 students (X IIS 4 learning group) who participated in this research. The data were collected by written tests and analyzed by t-test. According to the research findings, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. The obtained t-value (9.23) was bigger than the critical value of t (1.692) by the degree of freedom 33. It was concluded that the use of STAD is significant and very effective to teach simple past tense to Year-10 students of "SMA Negeri 7 Pontianak" in Academic Year 2017/2018.

Key Words: Student Teams-Achievement Division, Simple Past Tense, Recount Text

INTRODUCTION

Well educated speakers are skilled in listening, speaking, reading, and writing. Besides, they are good at grammar and vocabulary. In reference to Curriculum 2013 point 3.7, the tenth-grade students are taught to write a short and simple recount text. One of the characteristics of recount text is the use of Simple Past Tense. Therefore, in this research, the researcher pays more attention to Simple Past Tense.

In reference to the finding during the pre-observation that had been done by the researcher in SMA Negeri 7 Pontianak, the students had difficulties in differentiating the use between 'did' and 'was/were'. It happened because the students had no intention to ask their teacher to understand the material, which is simple past tense. They were passive and had no enthusiasm in the teaching and learning process. Student Teams-Achievement Division (STAD) can be applied in teaching simple past tense to motivate the students in the teaching and learning process. Slavin as cited in Yusuf, Natsir, and Hanum (2015, p.

101) claims that Cooperative Learning is a method that offers ways to enhance learning and increasing academic achievement by means of group work in the process. By putting the students into small groups, they are more comfortable in getting the explanation about simple past tense from their group members rather than getting the explanation about the material from their teacher. Slavin as cited in Yusuf, Natsir, and Hanum (2015, p. 101) states that the students have to ask their group members first when they have questions or arduousnesses in understanding the topic before asking their teacher. In a small group, the students do not feel diffident or hesitant to ask their group members or friends about the obstacle that they get in learning simple past tense.

There are two reinforcements in STAD, which are positive reinforcement and negative reinforcement. Slavin as cited in Khasinah and Zulfadli (2016, p. 187) states that STAD builds a situation that is the only way the students will achieve their

own goals is to make their group successful too. In STAD, the group who gets the highest score or achieve the goal that has been agreed by the students and the teacher will get the reward. It creates a reinforcement in students' learning process, which is positive reinforcement. Besides, every member of the group must help each other in order to achieve the goal, and encourage their group members to give their best effort in learning and understanding simple past tense. If there is a student who doesn't understand simple past tense and cannot get a good score in a quiz, his/her score will affect the group score. Even though other students can get good scores, this one student who gets a low score will make other scores become lower after being accumulated. This situation also creates a reinforcement, which is negative reinforcement. By having these reinforcements in STAD, the researcher believes that STAD is effective to be used in teaching Simple Past Tense.

STAD is a tenet of cooperative learning, which means this technique is actually a teamwork technique. Alijanian (2012, p. 1971) explains, "STAD emphasizes having team goals and success are dependent on the learning of all group members." The teamwork of the students will determine the success of the team goals.

In STAD, the students are assigned to small groups who have four or five members. The group members are mixed in performance level, gender, and ethnicity (Yusuf, Natsir & Hanum, 2015, p. 102). The students are not allowed to choose the members of the group because they will likely choose their closest friends and have no difference in the level of performance, gender, and ethnicity. According to Slavin (1995, p. 74-75), there are many ways to assign students to teams. They are: (a) making copies of the team summary sheet; (b) ranking the students' test scores and grades; (c) deciding on the number of teams; (d) assigning students to teams; and (e) filling out team summary sheets.

Slavin as cited in Yusuf, Natsir, and Hanum (2015, p. 102) claims that there are five stages in STAD namely class presentation, team study, quizzes, individual improving scores, and team recognition. Those stages are the procedure in implementing STAD in the class to teach Simple Past Tense. In the class presentation stage, the teacher will explain briefly about the Simple Past Tense and the rules in constructing the simple past sentences. Yusuf, Natsir, and Hanum (2015, p. 102) state that students should pay attention to the class presentation in order to be able to do the quizzes. The next stage is the team study. Here, the students will form groups which consist of four to five students from the different level of performance, gender, and ethnicity (Yusuf, Natsir & Hanum, 2015, p. 102). These groups will have a team study where they can discuss the Simple Past Tense and solve the problem together in understanding the tense. After having the team study, the students will be given a quiz to measure their understanding of simple past tense. They will do the quiz individually without helping each other. In individual improving scores stage, the teacher reviews or explains the Simple Past Tense to the students again after giving the quizzes. In this stage, the students should make sure that the members in their groups understand the topic which is being learned (Yusuf, Natsir & Hanum, 2015, p. 102). The last part of STAD technique is team recognition. In this part, after taking quizzes, Yusuf, Natsir, and Hanum (2015, p. 102) say that the students will be scored and the group with the highest score will be given a reward. The researcher believes that by using STAD, every student has a sense of responsibility to make sure that the members of his/her group fully understand about the topic which is being learned, that is Simple Past Tense so that they can achieve the goal to get the reward.

By applying STAD in the teaching and learning process, the researcher believes that STAD is the most effective technique to teach simple past tense for students.

Gross as cited in Yusuf, Natsir and Hanum, (2015, p. 101) states, "STAD is a technique in the teaching-learning process that is effective to increase students motivation and enthusiasm, and it can develop their responsibility in their own group". Moreover, Slavin (2011, p. 344) emphasizes that STAD is efficient to encourage students to improve their achievement and promote a more positive attitude. By the use of group work, there will be a positive relationship among the students. The students will help each other in order to achieve learning goals.

In STAD technique, Slavin as cited in Yusuf, Natsir and Hanum (2015, p. 101) mentions that the students have to ask the members of their groups first when they have questions or difficulties in understanding the topic before asking their teacher. So they will try to solve their problem together with their group's members. Besides, by having the members which are the same age, students will feel comfortable in the learning process. They can have a comfortable conversation with each other without feeling clumsy.

The advantages of STAD listed by Slavin (1991, p. 22) are: (a) frequent quizzes give feedback to students and the teacher; (b) relatively quiet, the businesslike form of Student Team Learning; and (c) improvement scores challenge students.

However, STAD also has some disadvantages listed by Imaduddin (2011, p. 22). They are: (a) taking much time, because students need to adapt to their teammates first before discussing the material; (b) the class situation becomes noisy; and (c) wasting instructional time.

A study by Putri (2014) found that the experimental class which was taught by using STAD technique, the students' mastery of simple past tense improved than the controlled class. Putri (2014) states in her study that the use of Student Teams-Achievement Divisions (STAD) technique is effective to be used for year-8 students in understanding simple past tense. This

research focused more on senior high school students rather than junior high school students. Besides, for the previous study focused on the use of regular and irregular verbs in simple past tense, this study focused more on the use of the finite verb (auxiliary verb, linking verb, etc) and non-finite verb (infinitive, bare infinitive, and participle). Therefore, the researcher conducted this research in order to know the effectiveness of STAD in teaching simple past tense to year-10 students.

Based on the theories and facts explained above, the researcher intended to test the effectiveness of Student Teams-Achievement Division in teaching simple past tense. The researcher used pre-experimental design in conducting this research. The aim of this research was to ascertain whether using Student Teams-Achievement Division in teaching simple past tense is effective or not on tenth-grade students of SMA Negeri 7 Pontianak in Academic Year 2017/2018.

METHOD

The present research was a pre-experimental research. This research was a pre-experimental design with one group pre-test and post-test design. Ary, Jacob, and Razavieh as cited in Sisilia, (2010, p. 23) state, "The one group design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment x to the subjects; and (3) administering a posttest measuring the dependent variable."

Table 1: One Group Pre-Test and Post-Test Design

Pre-test	Treatment	Post-test
Y1	X	Y2

As illustrated above, the pre-test (Y1) is to measure the students' ability of simple past tense. Next, the treatment (X) is teaching simple past tense by using STAD technique. The post-test (Y2) is to measure

students' mean score of simple past tense mastery.

The participants of the research were X IIS 4. The researcher used measurement technique to collect the data by giving written tests to the students. The tests were given twice. The pre-test was given before the treatment (STAD) to the students and the post-test after the treatment.

Both pre-test and post-test consist of 20 questions of Simple Past Tense. The test were written based on table of items specification. Test validity is important to make sure that the test items which are used for pre-test and post-test are valid. Ary, Jacobs, Razavieh, and Sorensen (2009, p. 225) state, "Validity is the most important consideration in developing and evaluating measuring instruments. It was defined as the extent to which an instrument measured what it claimed to measure." Therefore, the researcher constructed the table of item specification in order to know the validity of the test.

Table 2: Table of Items Specification

Simple Past Tense	Number	Total Number
Auxiliary Verb/Finite Verb (Singular)	2, 3, 6, 11, 12, 15	6
Auxiliary Verb/Finite Verb (Plural)	7, 13, 14, 16, 17, 18, 20	7
Non-finite Verb	1, 4, 5, 8, 9, 10, 19	7
Total Number		20

The tests were tried out to measure the reliability and the level of difficulty.

According to Ary, Jacobs, Razavieh, and Sorensen (2009, p. 236), "The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. The reliability of the test needs to be analyzed in order to know whether the tests are reliable

or not to be used as tools in collecting the data. The test reliability is measure by using the Kuder Richardson Formula 21.

Table 3: The Classification of Reliability Coefficient

Coefficient	Reliability of the test
0.00 – 0.19	Negligible
0.20 – 0.39	Low
0.40 – 0.59	Moderate
0.60 – 0.79	Substantial
0.80 – 1.00	High to Very High

Boopathiraj and Chellamani (2013) define level of difficulty as the level of test item that shows the percentage of students who answer the test correctly. It is represent how easy or difficult the test item from the students' point of view. The interpretation of Level of Difficulty (LD) of each item is based on the following criteria:

Table 4: Criteria of the Level of Difficulty

Level of Difficulty	Item Qualification
0.00 – 0.29	Revised/Discarded (R)
0.30 – 0.49	Difficult (D)
0.50 – 0.79	Moderate (M)
0.80 – 0.92	Easy (E)

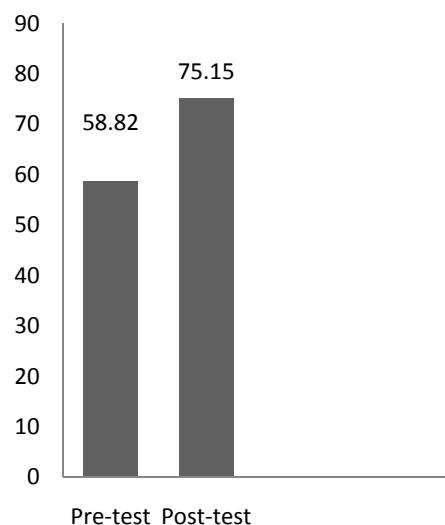
Furthermore, the collected data were computed by using t-test formula. The t-test formula was used to measure the effectiveness of the treatment. The researcher analyzed the difference of pre-test and post-test scores of simple past tense to determine the effectiveness after the students being treated by using Student Teams-Achievement Division through t-test formula.

FINDINGS AND DISCUSSION

Findings

The collected data were taken through written tests. The researcher used t-test formula to answer the research question.

There was a significant difference in students' achievement. It is shown by the students' post-test score was higher than the students' pre-test score.



Graphic 1: Students' Pre-test and Post-test Mean Score

The first thing the researcher did before the treatment which was the pre-test was given. The purpose of pre-test is to know students' understanding in the simple past tense. The students did their individual test with their own knowledge about simple past tense. After the pre-test was assigned, the next step was implementing the treatment. The treatment was started by applying the first stage of STAD, which is the class presentation. The teacher explained the material to the students, which is simple past tense, as their prior knowledge before the students continued to the group work. After the class presentation, the students continued to the next stage, which is team study. They did some questions about simple past tense in the team study. After finishing the questions that were given by the teacher, they continued to the next stage, which was the quiz. They were given a quiz that they had to do by themselves without the group.

After finishing the quiz, they were assigned to do the individual improving scores. They discussed with their group members about the questions in the quiz that they couldn't answer. After that, the teacher announced a group with the highest score to come to the front of the class to get the reward. After being given the treatments, the students did the post-test individually.

After the post-test, the researcher compared the mean score of pre-test and post-test to find out the effectiveness of the technique.

At the degree of freedom $d_f = 33$ and significance value = 0.05, the obtained t-value of this research is 9.23, bigger than the critical value of t from the t-table (1.692). It indicates that the use of Student Teams-Achievement Division (STAD) in teaching simple past tense to Year-10 students of "SMA Negeri 7 Pontianak" in academic year 2017/2018 increased the students' ability of simple past tense. Then, the alternative hypothesis (STAD is significant to teach Simple Past Tense to Year-10 students of "SMA Negeri 7 Pontianak" in Academic Year 2017/2018) is accepted, and the null hypothesis (STAD is not significant to teach Simple Past Tense to Year-10 students of "SMA Negeri 7 Pontianak" in Academic Year 2017/2018) is rejected.

Discussion

The purpose of this research is to investigate the effectiveness of teaching simple past tense by using STAD. It aims to determine the students' improvement in understanding simple past tense. Meanwhile, Student Teams-Achievement Division (STAD) was used as a technique to make the students work in groups and solve the problems that they faced while learning simple past tense. Regarding the findings in this research, there is a significant difference between the pre-test and post-test score, which means that STAD can be used in teaching simple past tense.

By using the Student Teams-Achievement Division (STAD) technique in the teaching-learning process, the students could ask the difficulty that they faced in learning and understanding the simple past tense to their group members comfortably. The students began to think that the learning activities as social and fun learning by using STAD. This situation was able to increase the students' motivation in learning activities. Freeman (2000, p. 167) states, "The teacher usually assigns students to the groups so that the groups are mixed-males and females, different ethnic groups, different proficiency levels, etc." This will lead the students to learn each other in their groups and learn how to get along with friends which are different from themselves. Therefore, the reward that had been prepared by the teacher, which were pens and pencils, was able to make the students felt more motivated in learning and understanding simple past tense. They competed to get the reward in the team recognition stage by trying hard to understand Simple Past Tense in order to be able to answer the quiz.

In STAD, the group members are mixed in performance level, gender, and ethnicity (Yusuf, Natsir & Hanum, 2015, p. 102). By having heterogeneous members with different intelligence level and gender in each group, every student felt the need to be responsible in working together as a group to achieve the goal, which was the reward that they get at the end of the learning process. This was the positive reinforcement for the students. The reward made both the good students and the students who could not understand the material well tried to help each other in order to be able to understand the material so that they would do well in the quiz. Alijanian (2012, p. 1971) explains, "STAD emphasizes having team goals and success are dependent on the learning of all group members." The teamwork of the students will determine the success of the team goals. They learned how to not cause any disadvantages to their group as well. When

one or two students of the groups' members did not do well in the quiz, it would affect the group score. Therefore, the members who understood the material felt responsible to make sure that every member understood the material before they did the quiz. Besides, the members who did not understand the material also felt the responsibility to not decrease the group score by studying hard to do the quiz well. This was the negative reinforcement in teaching and learning by using STAD.

However, there was also a limitation in using this technique. The pens and pencils, the rewards which were given by the teacher were not interesting enough for a few students. They were not interested in the rewards so that they did not care about the aim of their group. They had no will to get the rewards at all, so they did not feel any responsibility to learn and understand the material to achieve the goal of their own teams. But, it could be managed by giving options for the group with the highest score about what kind of reward they want so that the students who have no interest with the rewards that have been prepared by the teacher can be interested if the rewards are suitable with what they want.

Moreover, the findings of the contribution of STAD in teaching English are also in line by the proven previous studies about the use of STAD in teaching simple past tense. Putri (2014) found that STAD can give the students of junior high school in Bandung motivation to learn simple past tense actively. Ma'sumah (2016) also found that there was an improvement of the students' achievement in reading comprehension on narrative text. Furthermore, Hayatunisa (2014) explained that STAD is effective to make the students write a good narrative text with clear generic structures and appropriate language feature, as one of the language features in the narrative text is simple past tense. The current study confirms that STAD is found to be helpful for the students academically and socially.

CONCLUSION AND SUGGESTION

Conclusion

According to the research findings and discussion on the previous chapter in this research, there was a significant difference of students' outcome after getting the treatment. It is proved that the students' post-test score was higher than the students' pre-test score. The sum of O_1 (pre-test) score was 2000 with the mean score 58.82 which indicates that most of them did not pass the minimum standard criteria (KKM), which is 75. Meanwhile, the sum of O_2 (post-test) score was 2555 with the mean score 75.15 which means that they passed the minimum standard criteria. The result was showed from students' outcome after being treated by the treatment that was better than before the treatment was given.

The obtained t-value of this research is 9.23. The critical r value of t-table checked for degree of value (d_f) = 33 and significance value = 0.05 is 1.692. It shows that the t-value is bigger than the critical r-value ($9.23 > 1.692$). Therefore, it means that the students' pre-test and the post-test score of the experiment have a significant difference.

The prediction of the alternative hypothesis (H_a) of this research is accepted. It can be concluded that the use of Student Teams-Achievement Division (STAD) technique contributed a significant enhancement in understanding simple past tense of Year-10 students of "SMA Negeri 7 Pontianak" in academic year 2017/2018.

Suggestion

According to the conclusion presented above, the researcher would like to deliver some suggestions. The researcher recommends using STAD as a technique in teaching simple past tense for the English teacher. STAD is able to create a new experience and learning situation for the students in learning simple past tense. By learning in groups which have members of different level, ethnicity, and gender, it can create a comfortable situation in teaching

and learning process for both the students and the teacher.

Moreover, in implementing this technique, the English teacher needs to be well-prepared in using STAD in teaching simple past tense. The teacher needs to prepare the reward for the best team to attract the students to do well in the teaching and learning process. If the rewards cannot interest the students, then Student Teams-Achievement technique cannot work well because one of the cores in STAD technique is the reward itself.

Besides, the teacher needs to give clear instructions to the students in order to make sure that the students fully understand in using STAD as the technique in the learning process. The teacher needs to make sure that every student understands what they have to do in every stage of STAD technique so that they will not be confused and understand their roles in their own groups.

The teacher also needs to make sure that the groups which consist of members with different intelligent level, gender, and ethnicity are able to make the students feel comfortable in the learning process so that there will be no discrepancy between the students in their own group.

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