

# **ENHANCING STUDENTS' MOTIVATION ON LEARNING ENGLISH THROUGH STUDENT TEAMS-ACHIEVEMENT DIVISIONS METHOD**

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## **Abstract**

The objectives of the research are to identify whether and to what extent STAD method can improve students' learning English motivation, and to describe strength and weakness of implementing STAD in this research. The research method used in this research is a classroom action research. In collecting the data, the researcher used questionnaire, observation, interview and tests. The researcher conducted the tests and questionnaires before research (pre-test) and after implementing the method (post-test 1 and 2). The mean score of each test and questionnaire were compared to know the students improvements in motivation and reading skill. The research finding showed that the motivation of students improved in every cycle. The improvement of students' motivation can be seen from the improvement of mean score of questionnaire (60. 72) before action, in cycle 1 62.03, and cycle 2 63.03. Besides, the reading skill of the students also improved. The improvement can be seen from the improvement of mean score of pre-test (59.75), post test of cycle 1 69.25, and post test of cycle 2 74.38. The researcher also found strength and weakness of this method.

*Keywords: motivation, STAD, classroom action research*

## **Abstrak**

Penelitian ini bertujuan untuk mengetahui apakah dan sejauh mana penggunaan *STAD* meningkatkan motivasi siswa dalam belajar Bahasa Inggris, dan untuk mendeskripsikan kelebihan dan kelemahan *STAD* di penelitian ini. Metode penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Dalam pengumpulan data, peneliti menggunakan pengamatan, kuesionair, wawancara, dan test. Peneliti mengadakan test dan kuesioner sebelum penelitian (pre-test) dan setelah menerapkan metode (post test 1 dan 2). Nilai rata-rata dari setiap test dan kuesioner dibandingkan untuk mengetahui peningkatan motivasi dan kemampuan membaca siswa. Temuan penelitian menunjukkan bahwa motivasi siswa naik setiap siklus (60, 72) sebelum penelitian; di siklus 1 62, 03; dan di siklus 2 63,03. Selain itu, kemampuan membaca siswa juga mengalami kenaikan. Peningkatan dari kemampuan membaca bisa dilihat dari peningkatan nilai rata-rata siswa (59,75), Pos tes 1 69,25 dan pos tes 2 74,38. Peneliti juga menemukan kekuatan dan kelemahan metode ini.

*Kata Kunci : motivasi, STAD, penelitian tindakan kelas*

Teaching English is how the teacher makes the students being able to communicate with the other using English. Based on the pre-research was done by the researcher on the eighth grade of SMP N 8 Surakarta, it was found that students' motivation in learning English was low. This was shown by many problem indicators. (1) Students tended to be passive during the teaching and learning process. (2) Students did not focus to the lesson. (3) They did not listen to the teacher's explanation. (4) The students had low motivation in learning English. (5) The students' attention to the lesson did not last long. (6) Students did not have effort to do the difficult task.

Due to these problems, the researcher thought that the students needed to be motivated enough on their lesson. One of the learning activities that can be used is Cooperative Learning. According to Slavin (1995: 11), there are several types of cooperative learning and one of them is STAD. STAD is a form of team learning which consists of four or five students who represent a cross section of the class in term of academic performance, sex, and race or ethnicity. Furthermore, Slavin (1995: 143) exposes the five components of implementation STAD in the classroom: class presentations, teams, quizzes, individual improvement scores, and

team recognition. Some researchers find the strength of STAD. Hashemian, Jalilifar, & Parisa Shariatipour (2007) found that Students in STAD receive peer encouragement and personalized support from their more competent partners. Their partners are available to help them when they need acustomized answer to a question or solution to a problem. Furthermore, they also found that STAD can improve students' reading skill. Adams in Hashemian, Jalilifar, & Parisa Shariatipour (2007) That founds that normal progressing learners and mildly handicapped in the group instructed through STAD had significantly higher levels of academic achievement in reading comprehension. Contrary to the former studies, this study confirmed the effectiveness of STAD that cast doubt over the nature of earlier studies.

The researcher assumed that this method is appropriate to be used in teaching learning process because (1) STAD makes students actively involved in the classroom activities; (2) Using STAD means that they work together in group and share the information about the subject matter; (3) The students with less motivation in English learning their self will be motivated by using this method. STAD facilitates in gaining self esteem, liking of class and student attendance; (4) STAD motivates

students to encourage and help each other; (5) It can accelerate student achievement; (6) By team work, passive students are expected to be more active in small group activities. The team members can complement each other's strengths and weaknesses in learning English; (7) And the most important of using this method is that the students will be more comfortable having work with their friend. Based on the background of the research, the objectives of this research are to identify whether and to what extent STAD method can improve students' motivation in learning English and to describe strength and weakness of implementing STAD in this research.

### Research Methodology

The research was carried out in SMP Negeri 8 Surakarta. This school is located in HOS Cokroaminoto 51 Street, Pucang Sawit, Surakarta. It was conducted from April 2012 to June 2012. It consisted of some stages such as pre-research, writing research proposal, planning the action, doing the action, analyzing the result and reporting the result. The subject of the research was the 8B students of SMP 8

Surakarta which consists of 32 students.

This research is an action research. Action research consists of four fundamental steps in spiraling process. Those steps are planning, acting, observing, and reflecting. Kemmis and Taggart ( in Hopkins, 1996: 48) develop model of action research in the classroom named: identifying the problem and planning; implementing the action; observing or monitoring the action; reflecting the result, and revising the plan.

There are two kinds of data namely qualitative data and quantitative data. Qualitative data are taken from observation and interview. Thus, they are analyzed by series of process such as assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcome (Burns, 1999: 157). Meanwhile, quantitative data are taken from test and questionnaire. The classroom motivation is analyzed by comparing level of students' motivation from questionnaire as we can see the conversion in table 1.

**Table 1. The Conversion of students' motivation score**

Percentage of Students' Motivation	Level of Motivation
85 – 100 %	Very High
75 – 84 %	High
70 - 74 %	average
60 - 69 %	Low
0 - 59 %	Very Low

Adapted from Sunarmi in Santi (2008)

The students' reading comprehension is analyzed by comparing the mean score of pre-test and post-test. By doing the process of analyzing, the improvement of the students' motivation and reading skill can be monitored.

### Research Findings and Discussions

### Pre-Research

In April, 20<sup>th</sup>, 2012, the researcher held pre-test to know students comprehension about recount text and questionnaire to know their motivation in learning English. The result of the pretest is shown in table 2

**Table 2. Pretest finding**

<b>Motivation</b>		<b>Questionnaire result</b>	
1.	They had willingness to tackle tasks and challenge	1.	78.13% (High)
2.	They were engage in certain activities	2.	77.03% (High)
3.	They knew their goal of their effort	3.	67.66% (Low)
4.	They had confidence of their success	4.	80.78% (High)

  

<b>Reading skill</b>		<b>Pretest result</b>	
1.	The students had difficulties to identify the generic structure of the text recount	1.	<b>39.36%</b> errors
2.	The students had difficulties to identify language feature of the text recount	2.	<b>83.33%</b> errors
3.	The students had difficulties to identify the main idea	3.	<b>19.53%</b> errors
4.	The students the students had difficulties to identify the chronological order of the text	4.	<b>42.18 %</b> errors
5.	The students had difficulties to determine the reference word in the text recount	5.	<b>49.38%</b> errors
6.	The students had difficulties to identify specific information	6.	<b>23.44%</b> errors

Considering some indicators that happened in the pre-observation and pre-test finding, the researcher applied STAD (Student Teams-Achievement Divisions) method to enhance their motivation in learning English. The researcher chose reading as the language skill and recount text genre as the material that given to the students. The material was adapted from the syllabus.

### Implementation

### Cycle 1

The researcher made some steps for the implementation, namely developing the lesson plan, designing the steps, listing the students' names and putting them into groups, preparing the material and score tabulation, preparing teaching aids and test (evaluation).

The researcher carried out the implementation of the action. In this cycle, the researcher presented the material of recount text. The

researcher used Microsoft power point to explain to the students about how to comprehend text. The researcher guided the students by using STAD method. Each meeting was divided into 4 terms, namely: pre activities, presentation, team learning, individual task. In the third meeting, the students had Post-reading test 1. The cycle began with meeting 1 until 3 and was ended with team recognition phase (meeting 4). It was additional meeting to announce the groups predicate.

In the observation step, the researcher found some improvement. In first meeting, the students were more active than before by answering the teacher's question although the answer was not correct. The students needed more explanation about the recount text. In

the second meeting, the students seemed still confused in using skimming as the reading strategy. They needed long time to practice and did many exercises. Some improvements proved the method works in this class. In the third meeting, the students needed more practices in team learning phase. They needed something active and made them fresh than just doing the writing task. The students needed to learn more to comprehend the text and they must have spirit to do the test. In the fourth meeting, the students had willingness to get involved in the teaching and learning process, so they were curious with the score. Cycle 1 resulted some findings dealing with students' motivation and reading skills.

**Table 3. Reflection on Cycle 1**

<b>Students' motivation</b>	<b>Reading skill</b>
1) Some students needed adaptation with the method	1) Some students seemed confused with orientation and re-orientation
2) Some students were still afraid to answer the question directly	2) The students seemed confused with past tense use of "was, were" in the text
3) The students were little bit bored with doing writing assignment	3) some students had not understood how to skim a paragraph,
4) Some students were still afraid of asking the teacher or their friend	4) Some students had not understood the scanning technique
	5) Some students made an error in determine some referent from we, it, and they

From the table above, the students still needed long time practice. They still were not confident with their ability. They were still confused with generic structure and they needed many exercises dealing with how to

comprehend recount text. The researcher needed to conduct cycle 2 with some modification in the team learning's team allotment and quiz given in the team learning phase.

### **Cycle 2**

The researcher made some re-planning, namely making the lesson plan suitable with some considerations from reflection in cycle 1, preparing material, score tabulation and teaching aids. The researcher prepared PowerPoint presentation, hand out for the students and home work for every meeting. Then, the researcher was preparing a test (individual quizzes) for meeting three.

The researcher carried out the implementation in cycle 2 after reflecting on some result. In this cycle, the researcher presented the same material as cycle 1, recount text. The researcher used Microsoft power point and guided them using STAD method. Each meeting was divided into 4 phases, namely: pre activities, presentation, team learning, individual task. In the third meeting, the students had Post-reading test 2. The cycle began with meeting 1 and was over with team recognition phase (meeting 4). It was different on the time allotment and team learning forms.

In the observation step, the researcher found some findings the first meeting, the negative finding

was they did not understand skimming technique. Meanwhile, There were many improvement found in the first meeting. The students had willingness to engage in classroom activity. They were confident with their success and they were more active in asking the material. In the second meeting, positive improvement appeared such as they had courage to say the answer, they were more focused and they wanted to know their achievement. In the third meeting, there were some positive results being found. They were more focused in the lesson, they were interested with the quiz, and they surely wanted to tackle tasks and challenges. In the fourth meeting, their improvement on motivation appeared in some occasion. They were more active, they had willingness to involve in certain activity, they had high motivation to learn, and they listened to the explanation from the teacher. After observing the whole meeting, the researcher did reflection in cycle 2 dealing with students' motivation, and reading skill.

**Table 4. Reflection on Cycle 2**

Students' motivation	Reading skill
1) Some students still were not confident with their capability	1) Some students had not understood about skimming, it still needs more practice
2) The students tended to give up with the difficult question	2) Some students still made some mistakes in finding main idea
3) Some students tended to give the opportunity to answer difficult question to smarter students in their group	3) Some students still confused about verb in past tense form.
	4) In applying scanning, some students

	made some errors in finding specific information
From the reflection, the researcher also got some findings in cycle 2. They were about improvement of students' motivation and students'	reading skill and the strength and weakness of implementing this method

**Table 5. The Findings of the Research**

Aspects	Indicators	Pre-research	Cycle 1	Cycle 2
<b>Motivation (questionnaires)</b>	1. WTC	78.13% (High)	78.75 % (High)	76.25% (High)
	2. EA	77.03% (High)	78.44 % ( High)	79.38% (High)
	3. GO	67.66% (Low)	73.75 % (Average)	81.25% (high)
	4. CS	80.8% (High)	79.22 % (High)	78.28% (High)
<b>Reading skills ( test )</b>	1. Generic Structure	39.36% errors	34.96% errors	9.38% errors
	2. Language Features	83.33% errors	28.13% errors	29.17% errors
	3. Main Idea	19.53% errors	46.88% errors	50.78% errors
	4. Chronological Orders	42.18 % errors	67.97% errors	52.34% errors
	5. Reference words	49.38% errors	31.77% errors	19.27% errors
	6. Specific Information	23.44% errors	8.93% errors	15.18% errors
<b>Questionnaire</b>	Mean	60.72	62.03	63.03
	Highest Score	74	74	78
	Lowest Score	48	51	53
		58	59	64
<b>Reading Test</b>	Mean	59.75	69.25	74.38
	Highest Score	76	88	96
	Lowest Score	44	48	48
	Modus	56	68	72
<b>Strengths</b>		<b>weaknesses</b>		
1. STAD uses prize and reward to increase students motivation in learning		1. STAD needs more cost to prepare the prizes and rewards		
2. STAD can be implemented by the		2. STAD needs more attention from the teacher to supervise the students'		

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teacher in all English skills	group
3. STAD makes the students more active in the lesson	3. STAD needs more preparation before the method is implemented
4. STAD can be supported with various teaching media	4. STAD is implemented more effectively in small classes than in big classes
5. STAD has simple steps in teaching procedures	

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## Discussion

### Improvement of Students' Motivation

The researcher constructed some indicators dealing with students' motivation in learning English. The indicators were written in the questionnaire sheets to measure the class motivation improvement. The researcher found the improvement from 60.71 to 63.03. Although some improvement were found, there were some trend happened in every indicator.

The first indicator, they had willingness to tackle tasks and challenges. It improved in cycle 1 but decreased in cycle 2. Cycle 2 had different team learning form. Cycle 1 used writing task and cycle 2 used interactive quiz. Sometimes, competition on interactive quizzes was only followed by the smartest students and some motivated students. It made their motivation decreased a little in this indicator.

The second one, they were engaged in certain activities. This indicator always improved in every cycle because the researcher gave them various activities and different writing tasks in every meeting. Moreover, the need for achievement made them enthusiastic.

The third, they knew their goal of their effort. The researcher provided them with many prizes which became their short-terms goal. In previous meeting, they were faced with long term goals in learning language. The students could not see the goals clearly because they were Junior High School students. They were transition from children to become early teenagers. They liked playing but not cooperatively the teacher has to add competition in the games and the reward.

The last indicator of motivation was that they had confidence of their success. Ur (2007: 275) states the motivated student has this characteristic in the seven positive tasks orientation. This indicator did not improve and it decreased in every cycle. It happened because the students did not feel that it was personal success but group success. Hashemian et al (2007) state some students would feel that the winner was not their self. The teacher needs to motivate them and mention the group members in recognition phase.

### Improvement of students' reading skill

The researcher also found some improvements on reading



comprehension. The improvements appeared in their mean score of reading test. The score improved from 59,75 to 74,35. Learning languages needed motivation to follow what the teacher wants, but sometimes a teaching also can be used as the stimulator for motivation.

Beside STAD improves students' motivation in learning English. STAD also can improve students' motivation in reading text. The first is through the students' positive interdependence. Wichadee (2005) states "whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group's success". Similarly Hashemian, Jalilifar, & Parisa Shariatipour (2007) state that "*positive interdependence* among all group-mates encourages L2 learners to help each other and to exert more effort to achieve group success". STAD helps the low achievers students to comprehend the material. They asked the smarter students what they did not understand before they asked the teacher. The low achiever students also enjoy discussing with their group mates. Hashemian, Jalilifar, & Parisa Shariatipour (2007) also states that "Students in cooperative groups receive peer encouragement and personalized support from their more competent partners. Their partners are available to help them when they need a customized answer to a question or

solution to a problem". The smarter students help the lower ones to comprehend the material but they did not make the lower achiever embarrassed.

Next, besides the positive interdependence, STAD also improves the students reading skill through team reward. Team reward is one component of STAD. Slavin (1995: 159) states that as soon as possible after quiz, the teacher should figure individual improvement scores, team scores and award certificates or other rewards to high scoring teams. If possible, the teacher should announce team scores in the first period after the quiz, to increase their motivation to do their best. The team reward would make the students motivated. Hashemian, Jalilifar, & Parisa Shariatipour. (2007) support Slavin's theory "the superiority of STAD can be explained from a behavioral learning theory maintaining that learners will work hard on tasks that provide a reward, and that they will fail to work on tasks that provide no reward or punishment. Ur (2007: 279) states group contest end on the whole to get better results than individual ones, in my experience. They are more enjoyable, less tense and equally motivating.

The researcher found some findings which showed different trend, even in some indicators' errors increased. The students had not been able to find the suitable main idea

and the chronological order of recount text. The researcher found students' difficulties on doing skimming techniques. They needed a lot of practices and longer time. From many findings, the researcher found that increasing motivation could affect to the students test score. The application of STAD in that class, made the students have desire to learn. Their desire made them brave to compete with the other friends.

### **The Strength and Weakness of STAD**

In addition to the improvement of motivation and reading skill, the researcher also found some strengths and weaknesses in implementing STAD in the classroom. The first strength was that STAD uses prize and reward to increase students' motivation in learning. The use of prize and reward increases students' motivation in learning English or learning the other subjects. Hashemian, Jalilifar, & Parisa Shariatipour (2007) in their research found that the superiority of STAD can be explained from a behavioral learning theory maintaining that learners will work hard on tasks that provide a reward, and that they will fail to work on tasks that provide no reward or punishment. Supporting Hashemian et al was the research from Tzu Pu Wang (2009) that team rewards on cooperative learning indicates that if students are

rewarded for doing better than they have in the past, they will be more motivated to reach than if they are rewarded for doing better than the others.

The second strength was that STAD can be implemented by the teacher in all English skill because the teachers can add many teaching techniques in every step from presentation to individual task. This theory is supported by some researches in different skill. The first was research from Tzu Pu Wang (2009). In this research, STAD improved speaking and listening skill implemented to Students of Technological College in China. The second research was held by Abdul Rashid Mohamed et al (2008). This experimental research found that STAD can improve students' writing skill at Malaysia University. Those researches proved that STAD can be implemented in all English Skill.

The third strength was that STAD makes the students more active in the lesson. The method makes the students doing peer teaching and peer correcting to their friends. The same finding from Wichadee (2005) also found that the students of Bangkok University were more active in teaching learning process because they are motivated.

The fourth strength was that STAD can be supported with various teaching media. Slavin in his book (Slavin, 1995: 144) states that the teacher can attach visual or

audiovisual material to explain what the students will learn. In her research Tzu Pu Wang (2009) use Sound waves, a listening and speaking series designed book, to improve students conversational English. The other research was held by Dion G Norman (2005) taught the students using reading material taken from the reading book and newspaper.

The fifth strength was that STAD has simple steps in teaching procedures. (Slavin, 1995: 143) states that STAD is the simplest method and the easy method which can be used by the pre-service teacher. Tzu Pu Wang in her article also states that STAD is a prevailing and simple technique in cooperative learning (2009). STAD only has 4 steps, presentation, team learning, individual assignment, and team recognition as the non-teaching step.

Although STAD has strengths, it also has weaknesses in some parts. The first weakness was that STAD needs more cost to prepare the prizes and rewards. Slavin in his book (1995: 161) states that after the team recognized, the teacher has to give them reward or prizes to motivate them. Some teachers (Slavin, 164-165) give the same treatments to their students they give hamburger, free milkshake, interesting prizes to motivate their students.

The second was that STAD needs more attention from the

teacher to supervise the students' group. This factor also relates with number four (STAD is implemented more effectively in small classes than in big classes). In this research, the researcher taught 32 students and divided them into eight groups. (Slavin, 1995: 157) states that while the teacher is teaching, he has to check the students' activity around the class and give them appraisals. It needed more attention from the teacher. If it is applied in small class, the attention will be given maximum to the students.

The third weakness was that STAD needs more preparation before the method implemented. Tzu Pu Wang (2009) stated in her journal that the teacher prepared many sources for listening and some video to stimulate their speaking skill beside the teacher prepares the base scores and the certificate given.

## **Conclusion**

There are some conclusions which come from research findings and discussions. The use of STAD on teaching English improves their motivation. The improvement can be identified from the mean score of motivation questionnaire. It increases from 60.71 in pre-test to become 62.03 in post-test 1 and finally 63.03 in post-test 2. The other improvement also appears on the reading comprehension. Their mean score increases from 59.75 to become 69.25 and 74.35. The students are willing to read the text

and do the task. It makes them more able to apply the reading strategies.. There are also some strengths and weaknesses implementing this method. Based on some discussions above and also some findings, the researcher concludes that STAD is able to enhance students' motivation in learning English and there are some strengths and weaknesses in implementing this method.

### **Implication and Suggestion**

English can not be learned using only one method all the time. The method given is very useful to increase students' motivation. Without motivation, the students do not have spirit to learn something. An appropriate method is needed by the teacher to make classroom situation active and alive. Implementing STAD is one answer to make the classroom become active and alive, makes the students motivated and improves their social skills.

Based on the experiences of the researcher during the action research, he proposes some suggestions for enhance students' motivation in learning English: the point of language learning is motivation. It is important for teachers to build students' learning motivation by developing appropriate strategies. Choosing an appropriate teaching medium can help teachers to encourage students to learn. The appropriate method can be obtained from many resource

books. As teacher, we are supposed to read and learn it. STAD can be used alongside with other method as the modification or the main method. The teacher still has to consider with the students' need. The teacher should apply STAD in at least 70 minutes. If the time is less than 70 minutes, it will affect the students' comprehension. The teacher should give teaching skimming more practice than the theory; the teacher must give them more chances to practice in team learning. If necessary, the teacher can discuss together with the students.

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