

Improving Students Learning Outcomes through the STAD Model in English Lesson

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ABSTRAK

Tujuan dari penelitian ini untuk mengetahui hasil belajar peserta didik melalui model STAD dalam pelajaran Bahasa Inggris. Penelitian ini terdiri dari dua siklus. Siklus ini digunakan untuk melihat bagaimana STAD meningkatkan hasil belajar Bahasa Inggris peserta didik. Design ini merujuk pada model dari Kemmis dan McTaggart prosedur penelitian melalui empat tahap berdasarkan (Barron, 2015) yaitu perencanaan, penerapan, observasi, dan refleksi di setiap siklusnya. Penelitian ini dilaksanakan di kelas X-E SMAN 6 Semarang dan mempunyai 36 peserta didik. Instrument penelitian yang digunakan yaitu catatan lapangan, lembar observasi, dan tes formatif. Dalam penelitian ini, peneliti memilih kelas X-E karena peserta didik dikelas ini mempunyai masalah dalam pembelajaran Bahasa Inggris. Peneliti menemukan di siklus pertama bahwa persentase 56% atau 20 siswa yang mendapat nilai di atas 75. Pada siklus kedua nilai ketuntasan siswa mencapai 78% atau 28 siswa yang mendapat nilai di atas 75. Hasil membuktikan bahwa model STAD dapat meningkatkan hasil belajar peserta didik di pelajaran bahasa Inggris. Oleh karena itu hasil penelitian ini menunjukkan bahwa STAD mengembangkan kemampuan social peserta didik seperti: interaksi, komunikasi, tanggungjawab, dan kerjasama.

Kata kunci: hasil belajar, model STAD

ABSTRACT

The purpose of this study was to determine students learning outcomes through STAD model in English lesson. This research consists of two cycles. It was used to see how STAD improve students English learning outcomes. The design refers to the model of Kemmis and McTaggart's research procedure through four stages based on (Barron, 2015) there are planning, implementation, observation, and reflection in each cycles. This research conducted in X -E SMAN 6 Semarang and the class have 36 students. The research instrument was applied field note, observation sheet, and formative test. In this study, researcher chose X -E class because the students in this class have problems in learning English. The researcher found in the first cycle that the percentage of 56% or 20 of students who got above 75 score. In the second cycle students' completeness score reached 78% or 28 students who got above 75 score. The result proved that STAD model can improve students learning outcomes in English lesson. Therefore the result of this study showed that STAD develop student social skill such as: interaction, communication, responsibility, and collaboration.

Keywords: Learning outcomes, STAD model

1. INTRODUCTION

English lesson is one of the hardest subject, because not all students can understand what the teacher said, lack motivation and difficulty to speak. However, student must learn English because the important of English for their future career and many top music, books, films are published or produced in English. Therefore, learning should take place in a

fun, interesting and challenging ways so students are interested and enthusiastic to learning English. Thus, the success of learning English depends on students in learning process. It supported by (Nurwahyuni, 2012) she said that learning process can bring changes to students, both changes in knowledge, attitude, and skills. Educational facilities, infrastructure, and

curriculum program do not effect on student success.

However, the influence of teacher can improve students' English learning outcomes in variety ways, one of which is the use of learning model that appropriate for characteristics and the material being taught. Some teachers do not care about student learning style, students' competence, and creativity. This reduces the variety of the teaching and learning process and students become less engaged in learning process.

To create a more effective learning process in the classroom and to improve student learning outcomes, it depends on the activity and interaction that occur between students and teacher. Student Team Achievement Divisions (STAD) can be used as a cooperative learning strategy in project-based learning (PBL). In this approach, students are divided into teams and given a project to work on together. The STAD model can be used to structure the teamwork and collaboration within each team.

For example, each team member can be assigned a specific role or responsibility within the project, and the team can work together to ensure that everyone is contributing and meeting their goals. The STAD model can also be used to provide feedback and support to team members, which can help to improve the quality of the project and the learning outcomes for each student.

Overall, using the STAD model in project-based learning can help to promote collaboration, engagement, and academic achievement among students. This has prompted researcher to be interested in applying the STAD model in project based-learning.

Learning outcomes

Learning is a process carried out by individuals to get a new change in behavior as a result of the experience of the individual him/herself in interaction with his/her environment (Aunurahman, 2012). (Suprijono, 2013) Stated, learning outcomes are changes in behavior in people as a whole

not just one aspects of human potential. To improve students learning outcomes teacher should motivate students with interesting teaching material and the teaching model or media in an elaborate way. Reported that the intensity level of teaching time significantly influents the primary learning outcomes. The model of learning can greatly impact the learning outcomes for students in English language learning. By implementing effective instructional strategies and creating a supportive learning environment, students can achieve various learning outcomes in English.

STAD Model

Cooperative learning method has been proven as effective method in increasing motivation for learning and self-esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates, and increasing performance on tests of comprehension, reasoning and problem solving (Slavin, 1995). STAD is a cooperative learning strategy that involves dividing students into teams and providing them with opportunities to work together to achieve common goals. This approach has been shown to improve students' learning outcomes by encouraging collaboration, support, and learning from one another. By working collaboratively, students can develop important social and cognitive skills that can benefit them both in and out of the classroom.

To apply the Student Team Achievement Divisions (STAD) model in your classroom, you can follow these steps:

1. Divide students into diverse teams: Create teams of 4-5 students, ensuring a mix of abilities and backgrounds in each team.
2. Set clear learning goals.
3. Teach individual mastery.
4. Assign team roles: Assign specific roles to each team member.
5. Collaborative learning.
6. Monitor and support.
7. Assess individual and team performance.
8. Provide feedback by following these steps, you can effectively apply the STAD model in your classroom, fostering cooperative learning, engagement, and academic achievement among your students.

2. METHOD

Research Design

Classroom action Research was used (CAR). Classroom Action Research (CAR) is a type of research that is conducted by teachers in their own classrooms to improve their teaching practices and enhance student learning outcomes. CAR involves a cyclical process of planning, implementing, observing, and reflecting on instructional strategies and their impact on student learning. The goal of CAR is to identify effective teaching practices that can be used to improve student learning outcomes and to make data-driven decisions about instructional strategies. By engaging in CAR, teachers can gain a deeper understanding of their students' learning needs and develop more effective teaching practices that can benefit their students. CAR is very appropriate for this research because it is conducted in the classroom and is more focused on problems that happen in the classroom or in the teaching and learning process in an effort to improve the learning process and students' abilities. According to (Arikunto, 2007) Classroom action research is a type of reflective research and held by a teacher on curriculum, school development, improving learning achievement, developing teaching skills, and so on.

Respondents

This research consists of two cycles. It was used to see how STAD improve students English learning outcomes. The design refers to the model of Kemmis and McTaggart's research procedure through four stages based on (Barron, 2015) there are planning, implementation, observation, and reflection in each cycles. This research conducted in X -E SMAN 6 Semarang and the class have 36 students. In this study, researcher chose X -E class because the students in this class have problems in learning English.

Instruments

In order to get data in natural setting, the researcher was at the location during research and started to take the data periodically by recording the research activity. The research instrument was

applied field note, observation sheet, and formative test.

Field notes are written records that researchers make during their observations or interactions with people, events, or phenomena in a particular field or setting. Field notes can include descriptions of what was observed, conversations that took place, and any other relevant information that the researcher deems important. Field notes are often used in qualitative research to document and analyze data, and they can be used to identify patterns, themes, and insights that emerge from the data. Field notes can also serve as a reference for researchers to return to later when analyzing their data or writing up their findings.

(Sugiyono, 2009) states An observation sheet is a tool used to record observations of a particular event, behavior, or phenomenon. Observation sheets can be designed to capture a wide range of information, including quantitative data (such as the number of times a behavior occurs) and qualitative data (such as descriptions of the behavior or event being observed). They can be used to track progress, identify patterns, and make data-driven decisions. Observation sheets can be customized to fit the specific needs of the observer and the situation being observed.

According to (Earl, 2003) Formative tests are assessments that are used to evaluate student learning progress and provide feedback to both students and teachers. The goal of formative testing is to provide ongoing feedback to students and teachers, which can help to improve student learning outcomes and inform instructional decisions.

Procedures

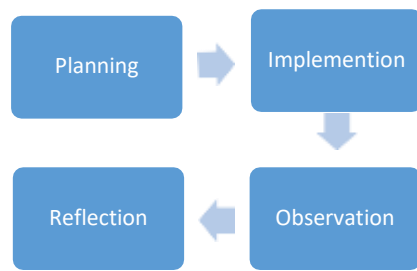


Figure1 : CAR cycle

Data analysis

In this research, the researcher used two kinds of data analysis namely qualitative and data quantitative analysis. The data of this research were analyzed through three steps, there are 1) researcher analyzed data found from instrument, 2) researcher described the data qualitative from observation and field note, and 3) the data quantitative, the researcher analyzed the formative test of students.

3. FINDINGS AND DISCUSSION

a. Finding

Pre-cycle

Based on the process of action that had been conducted, the researcher found that the result of students learning outcome in the pre-cycle still low. There were 16 students incomplete the test, they got score under 70 and 20 students got score above 70. It happened because the teacher still used conventional teaching learning. The teacher asked students to make group consist of four members by counting one until nine. This activity wasted time and did not effective. So the teacher made a plan for the first cycle to make the teaching and learning process better.

Table 1 : Pre-cycle

Pretest	Score
Maximum score	75
Minimum score	60
Average	67,33
Median	70
Complete	20

Incomplete	16
Percentage of completeness	6%
Percentage of incompleteness	94%

Cycle 1

Based on the process of action that had been conducted, the researcher found that the result of students learning outcomes in cycle 1 was better than the pre-cycle. The improvement in the cycle 1 were make a group discussion based on students learning style and students could work together with their group member. Even though some of them did not work, chatted with their friend or made a noise. Each groups did the task based on teacher instructions but three of nine groups submitted the task overdue.

The result of this cycle, the researcher found that maximum score of student was 88, the minimum score was 64, so the mean was 74,78. There were 20 student complete or got score above 75 and 16 students incomplete or got score under 75. It could be said that the result had not achieved. Therefore researcher planned to conduct the second cycle to know about the students' progress after teacher applied strategy and learning media in teaching and learning process.

Table 2 : Cycle 1

Cycle 1	Score
Maximum score	88
Minimum score	64
Average	74,78
Median	75
Complete	20
Incomplete	16
Percentage of completeness	56%
Percentage of incompleteness	44%

Cycle 2

In the second cycle, the teacher gave clear instruction and asked students to make wall magazine based on the two text

that teacher has given. Beside that the teacher asked the group to divide the job for each member. She asked them to use their time effectively in order to finish their task on time. Teacher also motivate students to participate actively, share their ideas confidently and show their creativity. They were also suggested to help each other so that student who had high level competency and low level competency could make good relationship. In this cycle, researcher concluded that student had achieved the target of study.

Based on the result of students formative test showed that 28 students complete or the score was above 75. Besides that 8 students incomplete or the score was under 75. The highest score was 92 and the lowest score was 70, so the average score was 81,75. It showed the significant improvement from the cycle 1. It is clear that the implementation of STAD model can be reached two cycles.

Therefore, the researcher decided to stop the research in second cycle. It means that there is no more cycle because the result of students' learning outcome through STAD was enough prove that student got good score for their English learning process.

Table 3 : Cycle 2

Cycle 2	Score
Maximum score	92
Minimum score	70
Average	81,75
Median	80,5
Complete	28
Incomplete	8
Percentage of completeness	78%
Percentage of incompleteness	22%

b. Discussion

After implementing STAD model in English class for two cycles, the researcher found that there were improvement on students learning outcomes and students participation in group discussion. In this research, researcher as a teacher in English class of grade X-E at SMAN 6 Semarang

arranged some plans to solve problem that related to students English learning outcomes. Those plans were applied well in teaching and learning process. The researcher used one of cooperative learning model namely STAD model. In this case, the teacher present the lesson material to build the students' knowledge and then she placed students to work in group consist of four members. The students required to help each other, collaboration, and show their creativity to finish the project that had been given. At the end, the criteria of success that had been set in the second cycle.

In the first cycle, the way teacher choosing group discussion was not appropriate, because in every groups of learning style had different number of high level students and there was one group that all members had low competency. So that group could not work together effectively. According to (Azizahwati, 2019) the group learning process and individual responsibilities within the group make students able to work together effectively. Some of groups did not work based on instruction because they got difficulty what they wanted to write on the worksheet. Beside that the classroom situation was not conducive because some students made noise and did not contribute to their group. In this case, teacher could not manage the class well during teaching and learning process. Finally, the result of students' learning outcomes in the first cycle was 44 % or 16 of students who got under 75. All those problem became reflection and the researcher made the better plan to recover in the second cycle.

In the second cycle, the problem that identified in the previous cycle could be solve effectively. In this time, students seemed enthusiastic in carrying out teaching learning process. Each member of group participate well with their job. Furthermore, the teacher always activate students' prior knowledge to answer the question on worksheet and asked them to confident for what their group result. The teacher also tried to create conducive and enjoyable classroom situation and still guide the student if they found difficulty in finishing their work. Here students

achieved a target of study, 28 students complete or the score was above 75. Besides that 8 students incomplete or the score was under 75. It was clear that STAD can improve students learning outcome significantly.

This study support several previous studies which show that STAD type cooperative learning model with the ability to think critically on student learning outcomes (Romaida Karo Karo, 2020). The result of this study showed that STAD develop student social skill such as: interaction, communication, responsibility, and collaboration. This is in line with (Tohamba, 2017) students also could develop their social skills like sharing task, actively asking, explaining ideas or opinion, working in group, etc. This research are confirmed by some researcher conducted by (Utami, 2015), (Ariyatni, 2020), (I G. N. Komang Rishi Raharja1, 2019).

4. CONCLUSION AND SUGGESTION

Based on the result of the implementation of STAD at grade X-E of SMAN 6 Semarang, the researcher concludes that STAD model can improve students learning outcomes in English lesson. It can be seen on the result of students' performance in group discussion and their formative test in two cycles. Besides that, the successful teams were recognized by learning improvement point on successful test. After conducting first cycle, there were two problems that had been indicated in preliminary research had not solve well, in which the ways teacher made group and students got difficulty what they wanted to write on the worksheet. Therefore, the second cycle was conducted to give solution about those problems by created new group that consist of high level students and low level students to help low students understanding the material and teacher gave the better instruction also gave example to make students understand the task.

After finishing the action in two cycles, the researcher found that the percentage of 56% or 20 of students who got above 75 score in the second cycle students' completeness score reached 78%

or 28 students who got above 75 score. The result proved that STAD model can improve students learning outcomes in English lesson. Therefore the result of this study showed that STAD develop student social skill such as: interaction, communication, responsibility, and collaboration.

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