

# The Use of Student Teams-Achievement Divisions Method (STAD) to Improve Listening Comprehension of The Second Grade Student of SMKN 1 Demak in The Academic Year 2019/2020

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## ABSTRACT

*This study is to explore the use of STAD (Student Teams-Achievement Division) to improve listening comprehension. The participants are the second grade students of SMKN 1 Demak which consists of 34 students. This research design is classroom action research. It is aimed to improve students' participation and comprehension in listening. This research was done in six meetings with the different types of material. There are two cycles in every cycle include two meetings; those are cycle I, and cycle II. The data collection techniques used in this research are documentation and test, the researcher took a test of their improvement in each cycle. In the mean of preliminary assessment was 6.9, in the first meeting of cycle I was 7.3, the second meeting was 7.6 then in cycle II; the first meeting was 7.8, the second meeting was 8.0 and the final assessment was 8.4. The result of the research showed that the students' listening comprehension skill improves significantly and the students also enjoyed in teaching listening comprehension using STAD*

**Keywords;** *Student Teams-Achievement Divisions (STAD), Listening Comprehension, Classroom Action Research*

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## INTRODUCTION

Listening comprehension is a key initial step in communication. Good communication depends on the way a listener can understand what a speaker says. The better students can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which will help improve

their language development in all four key skill areas. The real goal in most listening is not only to understand every word but also to comprehend the information that the listener wants or needs from the message. Actually there is misconception in teaching listening in our country. Some teachers have tendency to force student to understand as much as possible words on the tape. On the contrary, in real life even

native speakers do not always understand or hear every word when they are talking with someone or watching TV but they just take main point of the speakers' utterance. Listening in teaching and learning process is often neglected by a teacher. The teachers attach the listening aspect of listening skill in lesson plan, but they do not teach listening comprehension as they make in the lesson plan.

Moreover, the major things have happened in English as a Foreign Language (EFL) in our country is that the students rarely taught the listening skill properly. They do not even get sufficient portion of learning in the classroom. Teachers in Indonesia also would prefer to teach reading, grammar or speaking rather than to teach listening as unity of language aspect that must be mastered.

The purpose of this study is to describe how Student Teams-Achievement Divisions Method is implemented to improve Listening Comprehension of SMKN 1 Demak in the academic year of 2012/2013, and to analyze and evaluate how is the improvement of Listening Comprehension after using Student Teams-Achievement Divisions Method

## RESEARCH METHOD

### 1. *Research Question*

- a. How is the implementation of Student Teams-Achievement Divisions

Method to improve Listening Comprehension of the second grade students of SMKN 1 Demak in the academic year 2012/2013?

- b. How is the improvement of Listening comprehension after using Student Teams-Achievement Divisions Method?

### 2. *Setting and time of the research*

The research was conducted at SMKN 1 Demak on Tegalrejo street No. 79. SMKN 1 Demak is one of outstanding state schools in Salatiga because it has lots of achievements. The students who want to study in SMAN 2 should have good achievement in their junior high school. This research was carried out during 1 month from April,23rd, 2013 to May 31st, 2013.

### 3. *The subject of the research*

This research was conducted to the second grade students of SMKN 1 Demak in the Academic Year of 2012/2013. The total of the second grade students is 310. The students of second science class are selected as the subject of the study which is of 34 students specifically consists of 8 males and 26females. They were selected on the basis of the preliminary observation, which showed that students had low achievement in listening skill.

4. *Research Procedures*

The researcher did the research in two cycles in every cycle include two meetings; those were cycle I, and cycle II. The steps in every cycle were same. There were four steps in one cycle for doing classroom action research. They were planning, action and observation, and reflection. The steps of action research could be presented in Kemmis and Mc Taggart Model.

5. *Technique of Collecting Data*

**Test (pre-test and post-test)**

The writer selects the scoring system from Slavin in (Rusman,2011: 216), STAD (Student Teams Achievement Divisions) here is the description of the scoring system:

a) Individual Score

**Tabel 1;**Individual Score

No	Test Score	Development Score
1	More than 10	0 point
2	points under	10 points
3	first score	20 points
4	10-1 points	30 points
5	under first score	30 points
	Quiz score until 10 points upper first score	
	More than 10 points upper first score	
	Answer sheet is perfect (apart from first score)	

b) Team Score

Average score of team = adding the team development score Members of the team

**Tabel 2;** Team development score

No	Average Score	Development Score
1	$0 \leq N \leq 5$	-
2	$6 \leq N \leq 15$	Good Team
3	$16 \leq N \leq 20$	Great Team
4	$21 \leq N \leq 30$	Super Team

c) Observation

In conducting observation, the writer used field note and instrument of observation and the instrument form of observation which was quoted from Munib (2011). The field note and instrument of observation were used to observe and to know the situation and activities during teaching-learning process. By using field note the writer would like to know class situation and participation of student in the teaching listening comprehension by using Student Teams Achievement Division (STAD).

d) *Techniques of Analyzing Data*

**Descriptive technique**

A descriptive technique is used to know the students' behavior during teaching and learning process. In descriptive technique the researcher will analyze the observation sheet which has been made with his collaborator.

**Statistical technique**

A statistical technique is used to know there are any influences to student listening comprehension or no from the result of pre-test and post-test. The researcher uses mean formula from (Hadi, 1981) to analyze the data:

$$M = \frac{\sum x}{N}$$

In which

M : the mean obtained

$\sum x$  : the sum of the students' value

N : the number of subject

**FINDINGS AND DISCUSSION**

From the analysis of the data can be demonstrated that the use of Student Teams-Achievement Divisions in teaching listening comprehension not only have positive development in classroom participation but in the individual and team score as well in every cycle of the research. The condition of the class was getting better than before because they were interested in teaching listening comprehension using STAD that the English teacher never uses as teaching method in the classroom.

Based on the result of the tests during the research, the writer as the researcher would like to show the students' listening comprehension improvement from cycle I to cycle II. The improvements are as follows:

**Table 3; Preliminary Assessment**

Research activity	The result of test (mean of test)	
Preliminary assessment	69	
Cycle I	The first meeting	73
	The second meeting	76
Cycle II	The first meeting	78
	The second meeting	80
Final assessment	84	

The table showed that the mean of preliminary assessment and the final assessment has significant differences which final assessment is higher than preliminary assessment. The result of preliminary assessment and final assessment were used to know the score of Students' listening comprehension improvement. As mentioned before there were two cycles in this classroom action research, each cycle consisted of two meetings and in the end of the meeting the writer made scoring as the procedure of Student Teams-Achievement Division (STAD).

The improvement of listening comprehension after using Student Teams Achievement Division Method (STAD) could be seen in the progress of improvement in every cycle during the research from the mean of preliminary assessment is 6.9 to 7.3 in the first meeting

of cycle I, the second meeting is 7.6 then in cycle II; the first meeting is 7.8, the second meeting is 8.0 and the final assessment is 8.4. In applying STAD method in the classroom, the students are not only involved in teaching and learning process, but also they are more sociable, confident and active in teaching and learning in the classroom

### CONCLUSION AND IMPLICATION

The conclusion of this study is the implementation of Student Teams-Achievement Divisions Method (STAD) in teaching listening comprehension went well. The students were not only enthusiastic about teaching and learning process but also happy to follow the procedure of STAD; teaching, teaming, quiz, individual score development and team recognition. The other advantageous sides of using STAD in listening comprehension during the research are the students were more sociable with their own team other teams.

They could work, cooperate and discuss each other to catch the understanding of listening comprehension task in the team then they made summary of the task for their teams. Hence, this application of STAD in teaching listening comprehension is an effective method to improve students' listening comprehension skill.

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