

STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) AT ENGLISH LANGUAGE TEACHING

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Abstract

*The goal of teaching and learning English language in Indonesia is not relevant with the objective of curriculum, it makes students are able to use English language as communication. In addition, Most of teachers use traditional method or strategy that focuses on teacher or **teacher center**. So, students are not only unactive in joining the class but also feel bored. Dealing with this phenomena, the teachers must change their teaching from **teacher center** to **student center**. One of strategies which focuses on students is STAD (Students Team Achievement Devision). It is also one of cooperative approaches that leads students more active in the class. By using this strategy students will enjoy joining the class because they do with their friends in understanding the material, they are motivated to do the best with their friends, and the most important is how they learn to have responsibility in a team.*

Key Words: STAD, English Language Teaching

Introduction

In Indonesia the objective of teaching English is to enable students to use English for communication. Therefore, English language is taught from elementary school up to university. However, the objective of teaching English in Indonesia is not relevant with the real

condition; most of students are not able to communicate in English.

In this condition, the teachers must realize that they have a big role in achieving the goal of teaching and learning process. They have to think to make the learning English language becomes something interesting not something boring to the students. In addition, teachers need

more interesting strategy or method to make teaching and learning process success.

Dealing with statement above, the teacher must try to find the new technique or model in teaching English in the class because they play important role in achieving the goal of teaching and learning process in the class. STAD (Student Teams Achievement Division) is one of learning varieties that the teacher can use in the class. Trianto (2011) stated that STAD is one of cooperative learning approaches which focus on how students are active in the class. Furthermore, it changes from *teacher center* to the *student center*.

Student Teams Achievement Devision (STAD)

Student Teams Achievement Devision (STAD) is one of cooperative learning which focuses on how the students are active in the teaching and learning process. This strategy is developed by Robert Slavin (1995) at Johns Hopkins University. He stated that cooperative learning leads the students to be more active in a small group because they have the same opportunity to share their ideas.

Furthermore, Trianto (2011:42) stated that in cooperative learning students are not only as learners who got information from the teacher but also as teachers who give information or explain the material to their friends in their group.

In cooperative learning, students work in a small group which consists 4-5 students. This strategy makes students more active in participating learning process. Rusman (2010:203) stated that there are two advantages using cooperative learning; they learn to understand or solve the problem and also help each other in their small group.

There are some principles in cooperative learning; positive independence, individual accountability, face to face promotion interaction, participation communication, and group evaluation (Rusman, 2010:2012).

1) Positive Independence

Successfulness in cooperative learning depends on the group, and the group depends on the member. It means the teacher does not evaluate one student in a group, but the all students in a group will

be evaluated. So, all members must work together in learning process because they need each other.

2) Individual Accountability

Related to the first point, all students not only try to understand the material by themselves but they also make their friends understand material. Finally, they can not depend on only one student who master or understand the material, they also have responsibility to understand it.

3) Face to face promotion interaction

Another principle of cooperative learning is students have more time to interact and discuss the material. They can give and take the information from their friend in their small group.

4) Participant Communication

In their small group, the teacher gave all students chances to be more active and communicate in learning process.

5) Group Evaluation

The teacher gives time to the group to evaluate their work

Based on the principles above, STAD (Student Teams Achievement Division) is one of varieties in cooperative learning because this model divides the class into small group which consists four-five members. In making a small group, the teacher must make heterogeneous group (ability, gender, ethnic) (Rusman : 213). Furthermore, Slavin stated that the aim of STAD is to motivate students to help each other in understanding and master the material in the class. Another important thing of STAD is the teacher trains the students to have responsibility.

Steps in STAD

In conducting teaching and learning process, there are some steps which the teacher can do; Explaining the aims and motivating students, Giving information, Grouping students into groups, Monitoring students, Evaluating, and Giving reward (Rusman :2015-2016)

1) Explaining the aims and motivating students

The first, the teacher explains the aim of learning, and motivates students to

participate learning process. Miftahul Huda (2013; 202) stated that the teacher explains what they will study and why they study it.

2) Grouping students into groups

Teacher divides students into small group, it is must be heterogeneous group (ability, gender, ethnic).

3) Giving information/Explaining the material

After grouping students into a small group, the teacher can explain what they will study and why they study it (Miftahul Huda: 2013:202). In the process of learning the teacher can use some Medias, demonstration, question or problem that related to the real life. In the end of this section, the teacher must explain about jobs what they will do and how they do in a group.

4) Monitoring students in group discussion

Students work in a small group. In this step, they work together to answer or understand the material that is given by the teacher. While students do cooperatively,

the teacher do monitoring, advising, motivating, and helping to each group.

5) Evaluating/Testing

In Evaluating or testing students, teacher gives students quiz or question about the material that they learn. In this section they cannot do cooperatively, because the test is individual test. Rusman (2012:215) stated that by giving students individual test, it trains them to have own responsibility in understanding the material. In the last section, the students' score will be accumulated with their friends in their small group, the group who gets the highest score will be the best group.

6) Giving reward

After giving test, teacher checks the students' work and give them score. In giving score, Trianto (2011:55-56) stated that there are two evaluations before giving a reward, they are the average score of individual test and the group score. Based on that score, teacher can give a reward to the group who has the highest score.

a) Evaluating individual score

According Slavin (Rusmanto,2012:216), to score the students' work, teacher can use the following criteria:

3	$16 < N < 20$	Great team
4	$21 < N < 30$	Super team

No	Score Test	Developed score
1	More than 10 point under standard score	0
2	10 -1 point under standard score	10
3	0-10 more than standard score	20
4	10 more than standard score	30
5	Perfect score	30

b) Evaluating group score

Group score is evaluated by taking the average score of all members in that group. Teacher adds all students' score which they get at their group, then divide them based the number of students. Here the table for scoring the group;

No	The average score	Qualification
1	$0 < N < 5$	-
2	$6 < N < 15$	Good team

STAD in Teaching English

Teaching English in Indonesia is not easy because English is still foreign language for most of students. In this case, the teacher has the big effect to the process teaching and learning. The strategy, material, media and environment of class which the teacher used will give a big effect in achieving the aim of teaching and learning process. Today, teachers must change their method from traditional to new one that make students more active in participating the teaching and learning process. STAD will become a solution for the teacher in teaching English class.

By using this method, the teacher can motivate the students in learning English. Furthermore, it gives students more time to participate the class. So, they are not passive participant but they are active in joining the class. In addition, this method will change something boring to the something interesting, passive to active, individual to the group, teacher center to the students center, and the most

important how they socialize with their friends in the class.

Yudhi Munadi. 2010. *Media*

Conclusion

Pembelajaran. Jakarta. Gaung Persada Press.

By using a good method in teaching and learning process, the teachers can achieve the objective of teaching English. One of the methode which can be used is Students Team Achievement Division (STAD), this methode is categorized as cooperative learning that leads the students to be more active in the class. By doing this, students can participate actively because they have the same opputunity to share their ideas in the small group. This method also changes the style of teaching and learning from teachers center to students center.

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