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## **THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE IN TEACHING VOCABULARY OF DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS OF SMP NEGERI 1 KAMAL**

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**Abstract:** Vocabulary is the main language element which has to be learned since it is the first thing which is introduced in learning English. In learning vocabulary of descriptive text, the teacher has to make an enjoyable learning so that the students will not feel bored on the lesson. One way in making an enjoyable learning is by implementing cooperative learning because the students can interact with their friends in doing their jobs. Here, the type of cooperative learning which is used in this study is Student Team Achievement Division (STAD). The subject of the study was the students of 7A. The research used some instruments in collecting the data such as; observation checklist which was used to get the data about the implementation of STAD technique in teaching descriptive text and questionnaire was used to know the students' responses toward the implementation of STAD technique. After doing some observations and analyzing the data, the writer found some findings. The first finding is about the implementation of STAD technique. The implementation of STAD technique was not in line with the theory of STAD technique. The teacher did not implement five major components of STAD technique. She just implemented three major components; class presentation, teams, quizzes. The second finding is about the students' responses toward the implementation of STAD technique. Almost all of students liked the technique which was used by the teacher since they could improve their sense of unity, responsibility, and self-confidence by helping each other in their group. They could also solve their task or job easily when they worked in a group. In conclusion, STAD technique has not been succeeded implemented in teaching descriptive text to the Seventh Graders of SMP Negeri 1 Kamal, since the teacher did not understand the STAD technique in depth.

**Keywords:** STAD, teaching vocabulary, teaching descriptive text

Vocabulary is the main language element which has to be learned since it is the first thing which is introduced in learning English. It can be said that mastering vocabularies as many as the student can is the most important thing in learning a language. So, by having good ability in vocabulary, it can empower students in

learning a new language. In learning vocabulary of descriptive text, the teacher has to make an enjoyable learning so that the students will not feel bored on the lesson. To fulfill the requirements for the degree of Sarjana in English department, the writer does the research in SMPN 1 Kamal and focused in class VII-A and the research related to English lesson. From the beginning of the research, the writer found the fact that almost of students assume that English learning activity is boring and not interesting. They also assume that English learning activity just a routine activity to fill the attendance list in English learning. The monotonous of teacher methods and old paradigm of education make them passive and have low attention in English lesson. Students have low motivation in learning English, especially in learning vocabulary.

This condition caused by many factors, the value of students in a class, monotonous technique and applying of old paradigm without applying the various techniques made the students not interested and have low motivation. The students had a little role in the class and they lost their bravery to arise their opinion. Most of the students unable to involve and participate the lesson well even they have an opinion, it seldom is followed by another idea as a response.

From the beginning of the research, also obtained data related to the existence of institution's mission. Some point of the overall mission, those are (1) implement effectively the learning and guidance for all teachers and students, (2) help students to recognize their potential so it can develop optimally, (3) and implement participatory management by involving all stakeholder at school. The lesson credit that used thirty-four hours every week and each meeting is forty minutes while the minimum target of mastery achievement is sixty.

Based on Indonesian Republic Laws number 20 the year 2003 about National Education System and Indonesian Government Regulation number 19 years 2005 about the Standard of National Education, each education unit must create the School-Based Curriculum (KTSP) as a curriculum development related to the educational unit concerned. Considering the future of every nation, it cannot be separated with global interaction. So, it is important to have the improving of the achievement learning result criteria.

As we realize, in this globalization era mastering of English is a must for everyone, whether as a means of communication within their interaction or considering the implementation of their necessities of life. It ought to be admitted that English is one of the most effective support for every nation in some countries in this world, regarding its existence which realistic, easy to understand and to spell, and it is been taught almost at the whole of educational institution in modern countries or developing ones. The phenomena show that each one from many kinds of nations will be able to accustom easily, to carry out some activities either to execute a mission or to fulfill many kinds of personal necessity, if the one is adequate

to apply English as the same means to communicate. Unless if it is noticed, the demand of mastering English is the impact of being better, more improved, and along with the growth of science and technology are the facts that in any case must be admitted and must be taken into urgent consideration. The problem is Indonesian who can communicate in English (including the next generation) it is awfully a few sum. They truly do not realize the mean point of how important to figure out English well.

Noticing the phenomena above, each education institution (in Indonesia), must respond it seriously. The improvement of English teaching should be placed as a priority and by this way the target can be reached. The education products are supposed to have the capability to communicate using English well, in order that it will be able to prepare their selves to face many kinds of the global challenges. Associated with the low quality of teaching and learning English in an educational institution, some education experts argue:

“At least there are three factors that caused the low participation of the students in the teaching-learning process, namely: (1) students lack the ability to formulate their own ideas, (2) students lack the courage to express opinions to others, and (3) students unusual to compete in extending their ideas orally” (Abimanyu, 1995:8-9).

From the statement above, there is similarity case with the students in SMPN 1 Kamal. Almost of them have difficulties to create their opinion orally, because of difficulties in pronunciations and lack of vocabularies.

“Teacher often applies their old paradigm education in their teaching learning process. They avoid from student’s questions, giving knowledge in one direction and create them as a passive student. So, the teachers must change their comprehension about their students as the object. This comprehension involves the preparing, capability, capability, and the students’ background. All of them can help the teachers’ problems do their teacher task well” (Wardani and Suparno, 1994:153).

Based on the statement above, to overcome teachers’ problems in teaching learning process, they must apply a new technique and variety in teaching-learning technique to make an interesting and conducive class. Contributive participation and initiative from the students are needed to make them active and creative.

The conventional technique must be changed because it makes monotonous activities of students. They just receive, write, and memorize without having ideas, initiative, and creativity. As the teachers, they must have the ability in managing the class to be interesting and conducive because teaching process has big influence to the successful and build high motivation of learning quality and successful of teaching learning process also influenced by the ability and skill of the teachers in choosing of learning technique.

## Method

In this study, the writer uses a descriptive research qualitative design. It is designed to describe the observed phenomena with words rather than with numbers. In qualitative research, the writer does not set out to test hypotheses, but only observes what is presented during the observation. Lipid of and Taylor (2002:209) described that qualitative research is a journey powered by the researcher's own growth. Qualitative research has several characteristics. According to Bogdan and Biklen (in Sugiyono, 2008:13), the characteristics of qualitative research are: (a) qualitative research has the natural setting as the direct source of data and researcher is the key instrument. (b) Qualitative research is descriptive. The data collected in the form of words of pictures rather than a number. (c) Qualitative research is concerned with process rather than simply with outcomes or products. (d) Qualitative research tends to analyze their data inductively. (e) "Meaning" is of essential to the qualitative approach. The writer in this study observed the teacher and the students' activity in class and reported it from the beginning.

This study is done to find out the implementation of STAD technique in teaching vocabulary of descriptive text for the seventh grade of Junior High School students, and the students' responses towards the implementation of STAD technique in learning vocabulary. To answer those problems, the writer comes to the classroom and observes the activities of the teacher and the students when the teaching-learning process happened. Then the writer asks the students' responses towards the implementation of STAD technique in learning vocabulary by using questionnaire.

The data of this research are analyzed and described in the form of words without using any statistical matter. He describes the condition of the classroom when this technique is applied and analyzed the students' responses in a descriptive way. Since the study is descriptive qualitative study, the writer does not involve in the teaching-learning process. He just observes the teaching and learning activity.

The subjects of the study were the seventh-grade students of Junior High School in Class 7-A at SMP Negeri 1 Kamal. There were 42 students in the class 7-A. Some considerations why the writer chooses those students are:

1. The seventh-grade students are the basic level in Junior High School. Since vocabulary is the first thing that should be mastered in learning a foreign language, it should be started from the basic level that is the seventh grade of Junior High School students.
2. They come from a different social background of the families. Therefore, this condition supports the implementation of STAD technique.
3. The English teacher of this Junior High School has implemented STAD in teaching English subject.



Referring to the problems and objectives of the study mentioned in chapter 1, the data of this study are the result of observation checklist to know the implementation of STAD in teaching vocabulary of descriptive text, and the result of questionnaires to know the students' responses towards the implementation of STAD technique in learning vocabulary of descriptive text. The data of the study are obtained from the result of observation checklist, and the questionnaire.

In this study, some instruments are used to collect the data, in order to answer all of the statement of the problems which are mentioned in chapter 1, such as observation checklist and questionnaire.

1. Observation checklist

Observation checklist is used to get the data of teaching vocabulary of descriptive text by using STAD technique. The writer focuses on the activities which were done by the teacher and the students during the implementation of STAD technique in teaching vocabulary of descriptive text. It can be the teacher's activity in implementing this technique, such as explaining the rule to the students and leading the whole class activity, or students' activity, such as the students' responses towards this technique. The writer fills the observation checklist by giving a check mark in column yes or no and the writer writes all the important things which happen during the class.

2. Questionnaire

The questionnaire is used to know the students' opinion towards the implementation of STAD technique in teaching vocabulary of descriptive text. Azar (2007:103) said that questionnaire itself is in the form of questions concerning the main idea which is needed by the researcher.

## **Discussion**

### **The Implementation of STAD Technique in Teaching Vocabulary of Descriptive Text**

In teaching vocabulary of descriptive text, the teacher used Student Teams Achievement Division (STAD) technique. The implementation of this technique was started by explaining how this technique would be applied. She explained that to apply this technique. The implementation of this technique was started by explaining how this technique would be applied. She explained that to apply this technique, students had to work in a group of four. And each member of the group had the same job. Their job was to make their teammates understand the material given. In cooperative learning, especially in STAD technique, the students were hope to be able to cooperate and interact with their teammates in order to solve the problem. In cooperative learning, the students' tasks are not to do something as a team but to learn something as a team. So, in this kind of technique the purpose was not only

achieving a high academic score or understanding, but also practicing the students' interaction with others. According to Johnson, there are four key element of cooperative learning which can make students interact with others; positive interdependence, individual accountability, mastery of social skill, and regular group processing (1995:20).

After dividing the students into several small groups, the teacher introduced the topics. The topics were person's physical appearance and job or profession. She also prepared the teaching material. She used individual pictures and text book as her teaching materials.

The students sat with their own group, and then the teacher gave the picture to each group. She gave time to her students to finish their work. While the students were doing their work, the teacher came to each group in order to help them if they found difficulties.

When the time was given was up, the teacher gave an oral quiz to the students as an evaluation. She led the discussion in front of the class. She explained the vocabularies which were used in making descriptive text and wrote it on the white board. When the teacher was explaining in front of the class, the students had to correct their work if it was wrong.

According to Slavin (1991:20), there are five major components of STAD; class presentation, teams, quizzes, individual improvement score, and team recognition. In this study, the teacher did not apply all five major components to her class. She just did three major components; class presentation, teams, and quizzes. Since the teacher gave oral quizzes, she did not give the students some scores. So, the students' improvement points and the students' team scores could not be reached. In STAD technique the students' scores from the quizzes, will be divided into two scores; individual improvement score and team score. The team score was derived from the total of each number improvement score from the first quiz to the last quiz and it would be divided by the number of the group's member. The team score was used to give an award to each group. By the end of the implementation, the teacher was supposed to give a certificate to the group which was the good team, the great team, and the super team. Slavin had made the degree of individual improvement score and the team average criterion as follows:

#### The Degree of Student's Improvement Points

No	Student's Score	Improvement Points
1	10	More than 10 points below base score
2	20	10 points below to 1 point below base score



3	30	Base score to 10 points above base score
4	30	More than 10 points above base score
5		Perfect paper (regardless of base score)5

Cited and adapted from: Slavin, 1995:159

Team Average Criterion

Team Average Criterion	Award
15 points	Good Team
16 points	Great Team
17 points	Super Team

Cited and adapted from: Slavin, 1995:160

Since the teacher gave oral quizzes, individual improvement score and team recognition or the team average criterion could not be reached. Thus, there was no certificate which would be given to the students or to each group. It could be concluded that the teacher's technique which she called STAD technique was not a true STAD technique. It was just a usual group discussion. It maybe because her understanding about STAD technique was not good enough. So, she could not implement the five major component of STAD technique perfectly.

Although the teacher did not implement all major components of STAD technique in implementing STAD technique, she had done the right job as the leader of the class activities. There were 69,05% of the students said that the teacher had helped them during their class activities. While her students did their jobs in their own groups, she was monitoring each group works, and helping the students when they found some difficulties.

### **The Students' Responses Towards the Implementation of STAD Technique in Learning Vocabulary**

The questionnaire is used to know the students' opinion towards the implementation of STAD technique in teaching vocabulary of descriptive text. From the questionnaire, it can be seen that 57,14% = 24 students liked English subject but they still found many difficulties in learning this subject. They found difficulties in writing, grammar, speaking, listening, and the most difficult thing was vocabulary. That said that it was very difficult to understand or use the English language both written and spoken because of their lack vocabulary. Since there were many

difficulties in learning this subject, the students felt unsatisfied with their English mark.

When they were asked about learning in a group, almost all of them said that they had ever done this kind of learning style. Half of them said that they often did this type of learning and it gave an effect to their English mark. They felt interested in the learning style which was just implemented by the teacher.

Although the teacher had explained that they had to help each other before implementing this technique, many of them still found their friend dominated the group's job. They felt uninterested when this situation happened. But, they found some advantages in learning together or learning in group. They said that there were unity and responsibility among them to make their teammates understand the material given. They felt satisfied when they could help their friend solving the problems and it could increase their self-confident in learning English.

From the explanation above, it could be concluded that the students liked the technique which their teacher had just implemented since they were some advantages found during the implementation such as; increasing their unity, responsibility and self-confident by helping each other in their own group.

### **Conclusion**

Based on the result of observation and discussion in chapter IV, it can be concluded:

From the result of the observation, the teacher and students' activities in the implementation of STAD technique can be said that the teacher did not implement five major components of STAD technique. She just implemented three major components; class presentation, teams, and quizzes. Since the quiz was an oral quiz, the teacher did not get the students' scores, so that individual improvement score and team recognition could not be implemented.

From the result of the questionnaire, almost all of them (80,96% or 34 students) liked the technique which was used by their teacher since they could improve their sense of unity, responsibility and self-confident by helping each other in their group. They could also solve their task or job easily when they worked in groups.

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