THE EFFECTIVENESS OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) ON ENGLISH LEARNING OUTCOMES AND STUDENT LEARNING MOTIVATION

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ABSTRACT

In this research, Students in the English Education Study Program's eighth semester in 2023/2024 at Nahdlatul Ulama Sunan Giri Bojonegoro will analyze the Student Team Achievement Division (STAD) learning method in order to assess its effects on learning outcomes and student learning motivation. The effect of the STAD method was thoroughly described in this research using a quantitative approach. In this research, 66 students from class X during the academic year 2023–2024 formed into two classes: the experimental class and the control class. Students in the research sample class post-test scores significantly outperformed those in the control class, the research findings showed that the alternative hypothesis (Ha) was accepted. Learning outcomes for students varied both before and after treatment. The experimental class average post-test score was 76.69, while the comparison group's average post-test score was 57.30. Significant (2-tailed) One Way ANOVA post-test values are less than 0.05 or 0.000 0.05. The researcher calculated eta squared to be (0.63 using the effect size statistics using eta squared. A moderate effect size is indicated by the value from eta squared. The average post-test score for the experimental group was 37.79, while the average post-test score for the comparison group was 29.41. showing a considerable improvement in the students' willingness to study. Significant (2-tailed) One Way ANOVA values are less than 0.05 or 0.000 0.05. The researcher discovered from the effect size statistics using eta squared

Keywords: Learning Method, STAD, Learning Outcomes, Learning Motivation

INTRODUCTION

The four skills required for learning English are speaking, listening, reading, and writing. English skills in education are taught directly in integrated subjects. English is a difficult foreign language to master, as is common knowledge. However, there is no denied the importance of learning English. As stated by Pecorari (2018) English is the indisputable lingua franca of the globe, thus it is taught and studied everywhere. There are educational resources available to help students attain their academic objectives. The curriculum is one of these educational resources. In the school where the researcher's study was done, the K13 curriculum is used. Given that the curriculum was designed with future advancements in mind, Curriculum 2013 seeks to produce a generation that is prepared for the future. English language skills are essential for our competitiveness as we realize how

important it is for business. Strong English proficiency, competitive and profitable for the nation (byslina maduwu, 2016).

The effectiveness of the used methods and approaches can be evaluated by looking at the results of the learning process. One of the objectives of the educational process at school is to improve student learning outcomes. Because of this, teachers should be familiar with, trained in, and able to use a variety of teaching techniques (Nasution, 2017). The grade students get at the end of the learning process is only one factor in determining learning outcomes. However, educators want to see changes in student engagement to achieve effective learning outcomes. Given the range of intelligence among students, strategies that are appropriate to the context and conditions of the classroom will help students achieve their goals. English learning outcomes for grade X pupils at MA Al-Falah Bangilan are subpar, with an average score of 60. Poor student learning outcomes are a result of ineffective teaching methods and poor student comprehension.

One of the key elements in the realm of education is the way that students learn. According to Nasution (2017), a high-quality learning process can produce high-quality student learning outcomes. Teachers must be good at applying learning techniques that suit classroom conditions in order to provide high-quality learning experiences. The STAD (Student Teams Achievement Divisions) method is a teaching strategy that combines cooperative learning with a collaborative learning environment that promotes successful learning and teamwork. Cooperative learning, according to Jamaludin (2018), is a well-planned and successful technique for various student groupings. Everyone relies on one another both individually and in groups to complete the teacher's set of learning objectives. Each group member bears responsibility for the accomplishments and shortcomings of the others. Given the diversity of the class and the range of intellectual abilities of the pupils, the STAD learning strategy offers a lot of potential. Students will exchange ideas with one another through the use of this strategy, resulting in the intended outcomes.

Cooperative learning has many learning methods, STAD is a technique that is not difficult to use in the classroom. It divides students into small groups with a variety of abilities, genders, and ethnicities. There are four or five pupils in each

group. The STAD learning method can inspire students to support and help each other in understanding ideas, procedures, information, and skills that the teacher wants to convey (Hayatunisa, 2014). It is anticipated that using a collaborative learning paradigm of the kind STAD will enhance students' literacy abilities. (Azizah Arisman, 2015). In addition to using the right teaching strategies, each student must do their part to get the desired results. One of them is having a strong learning motivation. According to Delong (2012), students will be intrinsically motivated to engage in learning activities if they can identify needs that will be satisfied by doing so. Internally motivated students view participation as an instant reward. Activities that promote learning are rewarded in their own right. Therefore, belief in self-ability and self-concept are essential for motivation to produce positive outcomes.

The research that the researcher conducted was different from previous studies because it focused on student learning outcomes and covered four competencies. Because the researcher thinks that a cooperative learning model of the STAD type could be used in a classroom, especially the MA Al-Falah Bangilan Tuban school where the researcher conducted the research. This learning model has particular goals and is expected to improve student engagement and academic performance. Related to the description above, the research was carried out about "The Effectiveness of Student Team Achievement Division (STAD) on English Learning Outcomes and Student Learning Motivation".

MATERIALS AND METHOD

A. Materials

The following procedures must be followed in order to obtain accurate analysis results: (1) Observation, (2) Test, and (3) Questionnaire.

B. Method

Researchers used experimental research techniques in this study. This method is one of the quantitative research methods. This research is an experiment to see whether the planned, systematic, and controlled use of experimental variables, such as functional design and factorial design, is effective or not. According to Creswell (2014), quantitative research uses the correlations between variables to test

objective theory. These variables can then be measured with tools, allowing numbered data to be examined by statistical techniques.

Researchers in this study used quantitative research techniques to analyze data. Statistical techniques were used to analyze the quantitative data from this investigation. One Way ANOVA was used to assess the scores collected from the tests conducted before and after the treatment of the conventional class and the experimental class. The researcher compile and draw conclusions from the student test results when the treatment and testing are completed. Comparing asymp.sig and confidence level for hypothesis testing. The null hypothesis is disproved, and the alternate hypothesis is accepted if the asymp.sig (2-tailed) 0.05. This explains why there are differences the average of the boths. The alternative hypothesis is disproved, and the null hypothesis is accepted if the asymp.sig (2-tailed) > 0.05. This states that the means of the two classes sampled are identical.

Before utilizing the One Way ANOVA to calculate the results, the researchers performed a preliminary analysis. The normalcy test and the homogeneity test are part of the preliminary analysis. To ascertain whether the variance of the research sample is homogeneous or not, a test is needed to assess whether the data obtained is truly normally distributed.

DISCUSSION

To evaluate the post-test outcomes the class utilizing STAD learning and the class using lecture learning, Utilizing statistical data analysis, one-way ANOVA testing was completed. In accordance with the findings of the data analysis, the data were consistent with the alternative hypothesis (Ha). This demonstrates that the scores for the two groups varied significantly. The experimental group's average post-test score was 76.69, while the control group's average post-test score was 57.30. (Average difference = 19.392) is used to compute the average difference. The significance value (sig 2-tailed) for the One Way ANOVA Post-Test Test is less than 0.05, or 0.000<0.05. The value was (0.63), as per the statistics on effect size. The resultant number suggests a moderate effect magnitude.

The results of the questionnaire test the class utilizing STAD learning and the class using lecture learning, based on statistical data analysis utilizing a one-way ANOVA test to compare them. The alternative hypothesis (Ha), according to the results of the data analysis, was accepted. This shows a clear difference among the

two classes. The experimental group had a mean score of 37.79 on the post-test questionnaire, Mean score of 29.41 for the control group. (mean difference = 8.388) is the size of the mean difference. Less significant than 0.05 or 0.000< 0.05 is the One Way ANOVA post-test significance value (sig 2-tailed). The value was 1.78, based on statistics for impact size. The resultant value displays a large effect size.

As a result, improving student learning outcomes and motivation is a benefit of the STAD learning strategy. STAD is a useful tool for teaching English. It can be stated that employing STAD significantly improves learning results and student motivation in MA AL-FALAH Bangilan Tuban students in the tenth grade.

RESULTS

Below are the findings of the statistical analysis, which were based on the research's hypotheses.

Table1.Test Result

Post Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6113.882	1	6113.882	44.945	.000
Within Groups	8705.937	64	136.030		
Total	14819.818	65			

This test sets the significance level at 0.05. The significance value is less than 0.05, (0.000<0.05). According to this conclusion, with the data obtained, in accordance with the alternative hypothesis. This shows that the test scores between the two classes varied significantly.

The t count value was obtained at 6.704 with a Sig. 0.000. The t value and t table must be compared to see whether the STAD learning approach has a substantial impact on student learning results. The result of the comparison between tvalue and ttabel (tvalue > ttabel) is 6.704 > 2.000, This indicates that the test results at the end of the meeting for the class using the STAD method are higher than the conventional class.

Table 2. Questionnaire Result

Post Test	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1143.777	1	1143.777	50.426	.000
Within Groups	1451.678	64	22.682		
Total	2595.455	65			

This test sets the significance level at 0.05. The significance value is less than 0.05, (0.000<0.05). According to this conclusion, with the data obtained, in accordance with the alternative hypothesis. This demonstrates that the test scores between the two classes varied significantly.

Using a significance degree of 5%, a t table of 2.000 is obtained. Furthermore, the t count value was obtained at 7,101 with a Sig. (2-tailed) 0.000. The t value and t table must be compared to see whether the STAD learning method significantly affects student learning motivation. The result of the comparison between tvalue and ttable (t value > t table) is 7,101 > 2.000, It indicates that the test results at the end of the meeting for the class using the STAD method are higher than the conventional class.

CONCLUSION

The following conclusions can be made in light of the research's findings:

First, the Student Team Achievement Division (STAD) learning method had a considerable impact on changes in students' learning outcomes in class X at MA Al-Falah Bangilan.

Second, the Student Team Achievement Division (STAD) learning method has had a substantial impact on student learning motivation in class X MA Al-Falah Bangilan.

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