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

THESIS

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MOTTO

"Cintailah kebaikan, meskipun kamu bukan bagian dari orang-orang yang baik. Dan bencilah keburukan, meskipun kamu masih menjadi bagian dari orang orang yang buruk"

(Imam Syafi'i)

"Kita memiliki kemampuan yang terbatas, dan keterbatasan dalam banyak hal. Karena itu berhentilah berfikir dengan frame seharusnya. Tapi, gantilah dengan berfikir dalam frame semampunya"

(Habib Husein Ja'far Al-Hadar)

DEDICATION

I dedicate this thesis

For my beloved family, and all people who love and pray for me

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Finally, the researcher hopes that this script will be useful for all readers. The writer do realizes that this script hasn't been perfect. Therefore, the researcher wishes for the correctness, criticism, and suggestion for this script.

ABSTRACT

Aisyah, Amalia Putri Khusnul. 2023. *The Effectiveness of Student Team Achievement Division (STAD) on English Learning Outcomes and Student Learning Motivation*. A Thesis, English Education Study Program, Faculty of Teacher Training and Education, Nahdlatul Ulama Sunan Giri University, Bojonegoro. First advisor Iin Widya Lestari, M.Pd and second advisor Khoirul Wafa, M.Pd

This study aims to determine the effect of the Student Team Achievement Division (STAD) learning method on learning outcomes and student learning motivation that has been analyzed by eighth semester students of the English Education Study Program at Nahdlatul Ulama Sunan Giri Bojonegoro in 2023/2024. This study used quantitative method to describe in detail the effect of STAD method. In this study, the researcher used two classes, namely the experimental class and the control class with a total of 66 students of class X in the 2023/2024 academic year. The results of the study indicated that the alternative hypothesis (Ha) was accepted, meaning that there was a significant difference between the post-test scores of students from the experimental group and the control group. Students' learning outcomes changed before and after treatment. The average post-test score of the experimental group was 76.69 and the average post-test score of the comparison group was 57.30. The independent post-test value of significant (2-tailed) is lower than 0.05 or 0.000 < 0.05. From the effect size statistics with eta squared, the researcher found the value of eta squared was (0.63). The value obtained from eta squared indicates a moderate effect size. Students' learning motivation experienced a large increase, the average post-test score of the experimental group was 37.79 and the average post-test score of the comparison group was 29.41. The independent post-test value of significant (2-tailed) is lower than 0.05 or 0.000 < 0.05. From the effect size statistics with eta squared, the researcher found the value of eta squared was (1.78). The value obtained from eta squared indicates a large effect size. Based on the findings and discussion in this study, the researcher concluded that the STAD method has a significant effect on improving learning outcomes and learning motivation of MA Al-Falah Bangilan Tuban students.

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

ABSTRAK

Aisyah, Amalia Putri Khusnul. 2023. *The Effectiveness of Student Team Achievement Division (STAD) on English Learning Outcomes and Student Learning Motivation*. A Thesis, English Education Study Program, Faculty of Teacher Training and Education, Nahdlatul Ulama Sunan Giri University, Bojonegoro. First advisor Iin Widya Lestari, M.Pd and second advisor Khoirul Wafa, M.Pd

Penelitian ini bertujuan untuk mengetahui pengaruh metode belajar Student Team Achievement Division (STAD) terhadap hasil belajar dan motivasi belajar siswa yang telah dianalisis oleh mahasiswa semester delapan Program Studi Pendidikan Bahasa Inggris di Nahdlatul Ulama Sunan Giri Bojonegoro tahun 2023/2024. Penelitian ini menggunakan metode kuantitatif untuk menggambarkan secara rinci pengaruh metode STAD. Dalam penelitian ini, peneliti menggunakan dua kelas, yaitu kelas eksperimen dan kelas control dengan jumlah 66 siswa kelas X tahun pelajaran 2023/2024. Hasil dari penelitian tersebut mengindikasikan bahwa hipotesis alternatif (Ha) diterima, artinya terdapat perbedaan signifikan antara nilai post-test siswa dari grup eksperimen dan grup kontrol. Hasil belajar siswa mengalami perubahan sebelum dan sesudah perlakuan. Rata rata nilai post-test dari grup eksperimen adalah 76,69 dan rata rata nilai post-test dari grup pembanding adalah 57,30. Nilai post-test independent dari signifikan (2-tailed) lebih rendah daripada 0.05 atau 0.000 < 0.05. Dari statistik ukuran efek dengan eta squared, peneliti menemukan nilai dari eta squared adalah (0.63). Nilai yang diperoleh dari eta squared menunjukkan dampak ukuran yang moderate. Motivasi belajar siswa mengalami peningkatan yang besar, Rata rata nilai post-test dari grup eksperimen adalah 37,79 dan rata rata nilai post-test dari grup pembanding adalah 29,41. Nilai post-test independent dari signifikan (2-tailed) lebih rendah daripada 0.05 atau 0.000 < 0.05. Dari statistik ukuran efek dengan eta squared, peneliti menemukan nilai dari eta squared adalah (1,78). Nilai yang diperoleh dari eta squared menunjukkan dampak ukuran yang besar. Berdasarkan temuan dan pembahasan pada penelitian ini, peneliti menyimpulkan bahwa metode STAD mempunyai pengaruh signifikan untuk peningkatan hasil belajar dan motivasi belajar siswa MA Al-Falah Bangilan Tuban.

Kata Kunci : Metode Belajar, STAD, Hasil Belajar, Motivasi Belajar

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