CHAPTER I

INTRODUCTION

1.1 Background of the Research

English learning is designed based on four skills: listening, speaking, reading, writing. However, in the world of education, the specifications of these four skills are not taught. Instead, they are taught directly in integrated subjects. There are obstacles that teachers have to face when it comes to learning English. As it is known English is a foreign language which is difficult to learn. However, it cannot be denied that English is an important language to learn. As Pecorari (2018) said that English is taught and studied all throughout the world due to it being the indisputable lingua franca of the world. Evidenced by the teaching of this subject matter from the elementary school level, junior high school, high school, to the tertiary level. There is even one branch of knowledge for a particular profession, which we usually call English for Specific Purposes

In the world of education there are elements or learning devices that support the achievement of an educational goal. One of them is the curriculum. The curriculum used in the school where the researcher researched is the K13 curriculum. The 2013 Curriculum is designed to produce generations who are ready to face the future. Because the curriculum is structured to anticipate future developments. We know English is big business, so English proficiency is important to our competitiveness. Knowledge of English is good, competitive and beneficial for the country (byslina maduwu, 2016). Therefore, to strengthen this, even at the tertiary level, english courses can be taken by students in all study programs. Because later they will need English according to the field they are in, in order to achieve a goal or result they expect.

Learning outcomes can be viewed as a measure of the success of the processes and methods involved. Student learning outcomes are one of the objectives of the learning process in schools. For this reason, teachers need to know, study and apply several teaching methods when teaching (MK

Nasution, 2017). Learning outcomes are not solely based on the scores that students get after the learning process. However, changes in student activeness and changes desired by educators and academics for good learning outcomes are obtained. I Ketut Sudarsana (2018), said that learning outcomes are changes in behavior in the form of student skills which include cognitive, affective, and psychomotor aspects of students. Cognitive aspects of students, including learning outcomes, are often used as the ultimate goal of learning. To achieve the desired results, with the diversity of students' intelligence levels, of course, the methods that are relevant to the situations and conditions of the class will have an effect. The learning outcomes in the English subject of class X students at MA Al-Falah Bangilan are low with a score of 60 as the average. The low learning outcomes are due to the inability of students to understand and the method used is not precise. So that student learning outcomes are less than optimal. Information regarding this matter, the researchers obtained by observing the class which would later become the experimental class and control class, and interviewing the English teacher on January 19, 2023.

Problems about learning methods that occur in educational institutions are not in accordance with what is expected. Many educators only fulfill their teaching duties, but do not provide the right method to the students being taught. The school where the researcher researched was MA Al-Falah Bangilan Tuban. The learning method in this school is the lecture method with learning media books and whiteboards that have been provided. Based on the results of observations on January 19, 2023, students said that they wanted a learning method that students could immediately practice directly after listening to the material presented Because Y Steinert (2008) argues that practice is another central part of situational learning. Repeated practice helps you test and refine your skills and evolve into a network of expertise that develops in the social context of collaboration and reflection. You can also root the skills and mobilize them "automatically" when needed. Because of this, cooperative learning types can be applied. one of them is Student Team Achievement Division (STAD).

The learning method is one of the important things in the world of education. Because to achieve the goal, of course, teaching strategies are needed. Especially in English subjects where the majority of students already have the thought that this material will be boring and difficult to accept. Of course, this will be a challenge for educators to be more creative in implementing existing methods. M. Nasution (2017) said that quality student learning outcomes can also be produced from a quality learning process. To produce a quality learning process, educators must be able to apply learning methods that suit the needs of the class

The STAD (Student Teams Achievement Divisions) method is a CL teaching method that creates a collaborative learning environment that encourages good learning and collaboration activities. Jamaludin (2018) said that a well-organized and effective strategy for varied groups of students is cooperative learning. To achieve the learning objectives outlined by the teacher, everyone is interdependent on one another individually and collectively. Each group member is responsible for the success and failure of the others. Due to the heterogeneous class conditions, with various levels of student intelligence, the learning strategy in the form of STAD has the potential to be implemented. With the application of this method, students will share ideas with each other, so that the desired results will be achieved. In a class condition that previously used the lecture method, to start applying other methods, this strategy is suitable for use.

Student Team Achievement Division (STAD) is a simple and powerful method or approach to collaborative learning for teachers who are just starting to use a collaborative approach in their classrooms. As explained by Hayatunisa (2014) STAD is the "easiest technique" to apply in class among other cooperative learning techniques. STAD is also an effective method for collaborative learning. STAD learning is a form of learning where students are placed in small groups that are heterogeneous in terms of ability, gender, and ethnicity. One group consists of 4-5 students. He chose the STAD learning style because when applied, students can be inspired to encourage and help each other to understand the concepts,

processes, knowledge, and skills taught by the teacher. The application of the STAD type collaborative learning model is expected to improve students' literacy skills (Azizah Arisman, 2015)

In addition to appropriate learning methods, individual students themselves also play a role in achieving the desired results. One of them is the presence of good learning motivation. As Delong (2012) said If students can identify needs that will be met by participating in learning activities, they will be intrinsically driven to do so. Intrinsically driven students see engagement as an immediate benefit. Learning activities are considered valuable in and of themselves. So from this, that the key to motivation to get good results is self-efficacy beliefs and self-concept

In the previous study, P Kusuma Negara, N Natajaya, and AAIN Marhaeni conducted a study entitled The Effect of STAD Type Cooperative Learning on Learning Motivation and Learning Outcomes in Reading Comprehension of English Class XI Students of SMA NEGERI 2 AMLAPURA. With the result that there are differences in reading learning outcomes between groups of students who take part in STAD type cooperative learning and groups of students who follow conventional learning models. The average reading learning result for the group of students who studied using the STAD cooperative learning model was higher than students who learned to use the conventional learning model. With the results obtained by these researchers, it can be concluded that the STAD learning strategy has an effect on the results of learning to read English students.

The difference between the researcher's research and previous research is that this research focuses on student learning outcomes with 4 skills in it. Because the STAD type cooperative learning model is a learning model that researchers think can be applied in schools, especially the school where researchers conduct research, in MA Al-Falah Bangilan Tuban. This learning model has clear objectives and is expected to improve learning outcomes and student motivation in the school. Based on the description above, the researcher conducted a research on "The Effectiveness of Student

Team Achievement Division (STAD) Cooperative Learning Model on English Learning Outcomes and Learning Motivation of Class X Students of MA Al-Falah Bangilan Tuban".

1.2 The Identification of the Problem

Based on the above background, the problems identified in this study are: Low student learning outcomes and student learning motivation in English subjects, English learning tends to be monotonous, and teachers are less varied in using methods and learning media

1.3 The Limitation of the Problem

The research focused on the effectiveness of the use of Student Teams Achievement Divisions (STAD) on the learning outcomes and student learning motivation of English subjects for class X MA Al-Falah Bangilan Tuban. The researcher chose this strategy, because in the first observation the researcher made, this strategy could be a solution for both students and teachers.

1.4 Research Question

Based on the limitations of the problem above, the research question in this study is :

1. How is the increase in student activity after the STAD learning model is applied?
2. How is the learning outcome of the tenth grade of senior high school after the implementation of STAD learning model?
3. How is students' learning motivation of the tenth grade of senior high school after applying the STAD learning method?

1.5 Objective of the Research

This research is aimed to:

1. To identify and analyze the level of student activity after the application of the STAD type cooperative learning model

2. To identify and analyze student learning outcomes after the application of the STAD learning model.

3. To identify and analyze students' learning motivation after applying the STAD type cooperative learning method

1.6 The Significance of the Research

This research is expected to provide several benefits, the expected benefits include:

1. Theoretical Benefits

    From a scientific point of view, this research is expected to add to knowledge about English by using the Student Team Achievement Division (STAD) learning method and as library material for other researchers who intend to conduct research that is the same or related to the problem being studied.

2. Practical Benefits

    a. For teachers: it can be used as an experience or reference for learning models using the Student Team Achievement Division (STAD) method so students do not feel bored with the methods being taught. So that student learning outcomes will change for the better.

    b. For students: can improve learning outcomes in English subject in class X MA Al-Falah Bangilan Tuban

    c. For schools: as input material for schools, especially educators to improve and innovate in terms of learning

    d. For researchers: to know the conditions at school, as well as the influence of methods in learning for student learning outcomes

1.7 Definition of the Key Terms

1.7.1 English Learning

English learning is developing the ability to speak English as a foreign language, with the aim of teaching and mastering the 4 language skills, namely speaking, listening, writing, and reading.

1.7.2 Learning Method

Learning techniques can be considered as techniques used to carry out plans that have been developed in the form of actual and practical actions.

1.7.3 Cooperative Learning

Cooperative learning is a learning model that involves study groups which consist of students with heterogeneous abilities

1.7.4 Student Team Achievement Division (STAD)

The STAD learning model is a cooperative learning strategy that divides students into small groups based on academic abilities, gender, and ethnicity, with the aim of working together to complete learning objectives.

1.7.5 Student Team Achievement Division (STAD) in Teaching English

STAD is a method that makes students the center, so that students will be more active and learn seriously but have fun. This is the reason why STAD is effective for learning English

1.7.6. Learning Outcomes

Learning outcomes are statements about what is expected to be known, understood, and practiced by students after completing a learning process.

1.7.7 Learning Motivation

Learning motivation is an impulse that appears consciously or unconsciously in students during continuous learning activities to achieve the goals to be achieved so that changes occur.