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STAD FOR TEACHING GRAMMAR (A CASE STUDY AT THE TARBIYAH AND EDUCATION FACULTY OF UIN AR-RANIRY BANDA ACEH, INDONESIA)

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Abstract
This Classroom Action Research was aimed at looking at the possible improvement in the process and the results of teaching Grammar III at the English Education, Pendidikan Bahasa Inggris (PBI) Department of the Education and Teacher Training Faculty (FTK), Fakultas Tarbiyah dan Keguruan, Ar-Raniry National Islamic University (UIN) Banda Aceh. The Student-Teams Achievement Division (STAD) Cooperative Technique was used in this research. In this cooperative technique, the students were put into 3 groups of 4 members for each. The groups were heterogeneous in terms of their ability. This action research was carried out over two cycles, Cycle I and II. This cooperative technique did improve the teaching process and the results. The results from observations and reflections showed that the group members worked cooperatively. They shared and discussed the task assigned to them. More importantly, they helped one another and developed tolerance. All of them enjoyed learning using STAD. In this technique the learners really construct knowledge by using inquiry learning and cooperative activities. The average score of pre-test was 67 of cycle I, posttest average was 87 and that of cycle II posttest was 88. Since this technique was proven to be effective it is recommended that the STAD Cooperative Technique be used in teaching Grammar and/or other English courses or even for any other courses particularly those that contain difficult concepts.

Keywords: *Teaching grammar, STAD Cooperative Technique*, *Universitas Islam Negri Ar-Raniry.*

INTRODUCTION

Background of the Study

Grammar is one of the major courses of the English Education Department of any tertiary educational institutions including that of FTK (Fakultas Tarbiyah dan Keguruan) at UIN Ar-Raniry Banda Aceh. Improvement in the teaching-learning processes for grammar urgently needs to be realized.

Experience indicates that students who are good at grammar are successful in their future endeavors, like in taking TOEFL tests. Most of the students who are able to pass the TOEFL test or achieve a good score, 550, or above are those who are good at grammar. Therefore, the researcher is convinced that the way to prepare students to be successful English learners is by equipping them with a strong basis of grammar. In addition, Kasinah and Zulfadli (2016) conducted their research on the use of STAD to improve grammar mastery of EFL learners. The result indicates that the EFL learners get better achievement in grammar.

Regarding the current researcher's Grammar Class, Grammar III, in which this research was conducted, the researcher had some significant problems that set up barriers for a student-centered

teaching-learning process. The students just waited for the explanations from the lecturer. They seldom asked questions, just taking notes on what was explained to them instead. In this class, the students were randomly asked to do exercises from the book entitled *Prentice –Hall TOEFL Prep Book* written by Louheed (1986). This was the main book used in addition to other grammar materials because the content of the book is closely relevant to the content of the Grammar III syllabus. This material was presented for most of the meetings.

In fact, all of them had prior knowledge on the materials presented in the book, because the book also contains the materials learned in the previous Grammar II Class. The students kept silent instead of asking questions on the difficult parts of the materials presented. Neither did they discuss the problems with their classmates. Had they worked together, the classroom atmosphere would have been more lively. In any one session, just one to two students at most asked the researcher questions.

This ineffective condition in the class needed a solution. Because of this, the researcher was interested in conducting a classroom action research, entitled: STAD (Student Teams-Achievement Division) for Teaching Grammar (a Case Study at the Tarbiyah AND Education Faculty of UIN Ar-Raniry Banda Aceh, Indonesia). STAD was tried for this action research due to its superiority compared to conventional techniques (Omoshehin, 2004).

Problem Statement

In this research, the problem statement is the research questions whose answers are to be searched for (Suharjono, 2009). The research questions of this research are as follows:

- Will the implementation of STAD Cooperative Technique improve the process of teaching-learning Grammar III to PBI Department students of the FTK UIN Ar-Raniry Banda Aceh?
- Will the implementation of STAD Cooperative Technique improve the result of teaching-learning Grammar III to PBI Department students of the FTK UIN Ar-Raniry Banda Aceh?

LITERATURE REVIEW

Student Teams-Achievement Division

The STAD (Student Teams-Achievement Division) Cooperative Technique was developed by Slavin in 1995. In STAD, the students are assigned to four-or five-member learning teams. The teams comprise high, average, and low performing students, and boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class. In this research, the students' differences in terms of ability were very seriously taken into account in group formation. The steps of the STAD implementation were class presentation; group formation; treatment; individual tests; awards given (Slavin, 1995).

Previous Studies

So far the researcher has not yet found any pieces of research on teaching grammar using STAD to university students. A study conducted by Micheal M. van Wyk in 2012 on the use of STAD for teaching economics education, compared to direct instruction promoted positive attitudes, it showed better achievements and motivated students to learn. STAD was also shown to be effective for teaching a reading course. A research carried out by Hidayat in 2009 at SMK1 Kota Bima in NTB from April to May 2009 indicated that (1) STAD was more effective than conventional methods; (2) students developed better reading competence because they had higher motivation; (3) there was an interaction effect between STAD treatment and student motivation.

METHODOLOGY

Data Gathering Technique

The technique consisted of a series of four cyclical activities. The four cyclical activities were as follows: (a) planning, (b) action, (c) observation, and (d) reflection (Suharyono, 2009). The cyclic system could be drawn as shown in the diagram that follows on the next page:

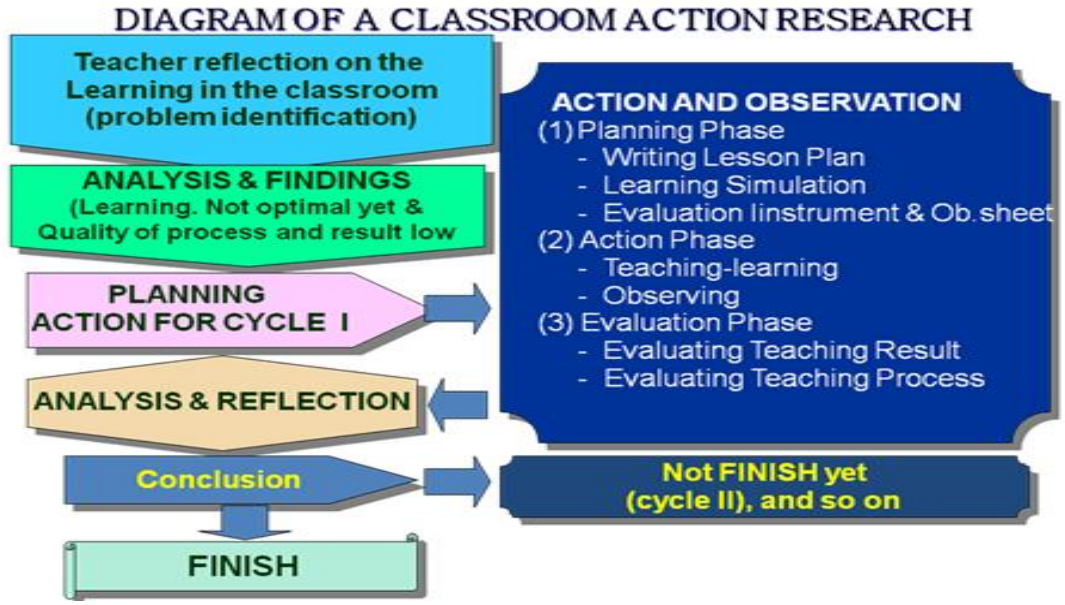

Figure 1. Diagram for Classroom Action Research.

Data Analysis

The researcher's analysis was informal and addressed his specific classroom problems. So, the researcher reflected on his years as a teacher, on his days of teaching grammar courses and especially with this class to draw conclusions. Previous and current test scores were listed and compared (Creswell, 2005).

RESULTS OF THE STUDY

Cycle I

Observation

Each group was instructed to discuss and answer the questions of the book: *Prentice –Hall Toefl Prep Book* written by Louheed (1986). The students enjoyed learning Grammar with the STAD cooperative technique. They did not keep silent but worked happily. Most of them were cheerfully engaged in their activities. They did not work individually but really cooperated in doing the exercises on *comparisons, passive voice, articles, conditionals, conjunctions, parallelism, prepositions, pronouns, agreement*, etc. They were working in a very relaxing mode. The class situation was extremely different from that when using conventional methods. The students were very active. Some of them were browsing and searching for answers in other books on grammar, e.g. Azar, (1992). Some were discussing which answer is the correct one for the grammar or written expression and why.

At first, some of them tried to work individually. Then, after the researcher told them to work together in a cooperative manner, they changed their working style in such a way that they were all actively involved in group activities, doing the exercises assigned. They were sharing and helping one another. Some of them asked questions on difficult parts of the exercises like *articles*. The researcher then elicited the answers from the other groups and then confirmed their responses.

Table 1. Observation sheets for STAD Cooperative Technique for Group I.

No	*Aspects observed*	*Measurement*			
		1	*2*	*3*	*4*
1	The group members were working cooperatively				√
2	They were sharing and discussing			√	
3	They were helping one another				√
4	They were learning happily			√	
5	They were searching in more than one grammar books				√
6	They enjoyed learning using STAD				√
7	They developed their tolerance			√	

Explanation:
1=Not implemented yet;
2=Implemented but not perfect yet;
3=Almost perfectly implemented;
4=Perfectly implemented

Table 2. Observation sheets for STAD Cooperative Technique for Group II.

No	*Aspects observed*	*Measurement*			
		1	*2*	*3*	*4*
1	The group members were working cooperatively			√	
2	They were sharing and discussing			√	
3	They were helping one another				√
4	They were learning happily			√	
5	They were searching in more than one grammar books				√
6	They enjoyed learning using STAD				√
7	They developed their tolerance			√	

Table 3. Observation sheets for STAD Cooperative Technique for Group III.

No	*Aspects observed*	*Measurement*			
		1	*2*	*3*	*4*
1	The group members were working cooperatively				√
2	They were sharing and discussing			√	
3	They were helping one another			√	
4	They were learning happily				√
5	They were searching in more than one grammar books				√
6	They enjoyed learning using STAD				√
7	They developed their tolerance			√	

From the aspects observed, they display that the group members were working cooperatively. They were sharing and discussing the task. More importantly, they helped one another. All of them enjoyed learning in STAD. They did inquiry learning by searching in more than one grammar books. Last but not least, as far as the researcher could observe and judge, the group members were gradually developing their tolerance.

Test Results

Table 4. Grades of individual student, similar test materials, before and after the implementation of STAD Cooperative Technique, Cycle I.

No.	*Students' initial*	*Previous grade*	*Grade after Cycle 1*
1.	LN	67	87
2.	SZ	68	86
3.	MH	66	86
4.	SR	67	87
5.	MU	65	87
6.	MW	68	86
7.	ST	67	87
8.	FI	70	90
9.	BN	64	85
10.	FA	70	91
11.	MM	64	85
12.	SR	67	87
	Total	803	1044
	Average	67	87

Table 4 shows that the average score of the test in Cycle I was 87 which was a significant increase, 20 points.

Reflections

Unfortunately, some group members still tried to work individually. Therefore, it was crucial to instill in students the awareness of working in a cooperative way. Students were debating on the problems they faced. However, they needed to be made aware that developing tolerance is important in this democratic world. The students were helping one another. However, it was

significant to inform them that help must be not given in a way that makes the helped dependent on the help of others. The average score of the students prior to the implementation of STAD was 67 while after the STAD implementation it was 87. Thus, the average score increased significantly, 20 points.

Cycle II

Observations

The results from the Cycle II observations and notes did not show any more significant differences. The students indeed constructed knowledge in a cooperative manner with inquiry learning. More importantly, in cycle II the students were apt to develop their sense of tolerance, which is very important for their future life. This also showed that group members became more confident to express their ideas. The class became more lively and exciting. It was noisy because almost all of the students were speaking and bravely expressing their ideas concerning the reasons why the answers were right or wrong. The students became more enthusiastic. The situation looked more relaxing. Sometimes they confirmed their answer with the researcher.

Test results

Table 5. Grades of individual student after implementing the STAD Cooperative Technique in Cycle II.

No.	*Students' initial*	*Previous grade*
1.	LN	88
2.	SZ	87
3.	MH	88
4.	SR	87
5.	MU	90
6.	MW	88
7.	ST	87
8.	FI	90
9.	BN	87
10.	FA	90
11.	MM	86
12.	SR	88
Total		1056
Average		88

The table above indicates that the average score of the tests in Cycle II also increased slightly, by 1 point.

Reflections

The teaching-learning process using STAD was much better than using traditional approach. However, the lecturer must ensure that students do not deviate from learning indicators. The students helped one another. However, lecturer has to be aware that some weak students may become dependent on the help of stronger students to survive on ride. Almost all of the students shared and expressed themselves confidentially. Still, the lecturer must ensure that some students do not dominate the discussions or undermine the weaker ones. They worked in cooperation. It should be kept in mind that in STAD an individual member of the group has to be responsible for his success as an individual himself and also for ensuring the success of the group. The STAD technique is very good for learning difficult materials. In this technique, students can learn from one another and support each other.

CONCLUSION AND RECOMMENDATION

Conclusion

It can be seen that using the STAD (Student Team Achievement Division) Cooperative Technique improved the process and the results of teaching-learning English Grammar. The improvement in the teaching-learning process was proved by the records from observations. The results of the three tests held showed that using STAD significantly improved the results of teaching-learning grammar. The average score of the test prior to the implementation of STAD was just 67 while that after the

STAD implementation of Cycle I was 87. It increased 20 points. The average score of the test after Cycle II also slightly increased to 88.

Recommendation

The STAD Cooperative Technique is a good teaching technique. Teachers should use this technique for teaching Grammar Courses in particular and for other English courses in general. Therefore, it is recommended that teachers use this technique for teaching Grammar Courses and other courses that contain difficult concepts.

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