

IMPROVING THE SECOND YEAR STUDENTS' ACHIEVEMENT IN VOCABULARY THROUGH STAD TECHNIQUE

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***Abstract: Improving the Second Year Students' Achievement in Vocabulary through STAD Technique.** This research was intended to find out whether there was a statistically significant difference of students' vocabulary achievement after they were taught using STAD technique. This research applied one group pretest-posttest design. The subjects of this research were the VIIIIE of SMP Muhammadiyah 3 Bandar Lampung consisted of 34 students in academic year 2015/2016. The result showed that there was a statistically significant difference of the students' mean score between the pretest and the posttest with significant level $p < 0.05$ ($p = 0.000$). This suggests that STAD can be used to improve students' achievement in vocabulary.*

***Keyword:** increase, STAD, vocabulary.*

Abstrak: Meningkatkan Pencapaian Kosakata Para Siswa dengan Menggunakan teknik STAD. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan pada penguasaan kosakata siswa setelah belajar menggunakan teknik STAD. Penelitian ini menggunakan desain one group pretest posttest. Subyek penelitian ini adalah siswa kelas VIIIIE SMP Muhammadiyah 3 Bandar Lampung yang berjumlah 34 siswa pada tahun ajaran 2015/2016. Hasil penelitian menunjukkan bahwa ada perbedaan secara signifikan antara nilai rata-rata pre tes dan nilai rata-rata post tes dengan level signifikan $p < 0.05$ ($p = 0.000$). Hal ini menunjukkan bahwa STAD dapat digunakan untuk meningkatkan penguasaan kosakata para siswa.

Kata Kunci: kosakata, peningkatan, STAD.

INTRODUCTION

Vocabulary is a central in learning a language and without sufficient vocabulary people cannot communicate effectively or express their ideas in both oral and written form. According to Rivers (1970), vocabulary, like grammar, is an essential component of all uses of language. So, when the student cannot follow the English learning activity in the classroom, might be caused by their lack of vocabulary mastery.

In teaching learning process, language teachers should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in the students vocabulary learning. If the teaching technique can influence the students' understanding, it requires serious consideration in determination of the teaching technique.

Besides that, there are some techniques in teaching vocabulary. These techniques are delivered to

make the students interested in learning vocabulary. It also makes them actively speak in the class, so that they are creative in interpreting the meaning. However, teaching vocabulary needs a good technique in order to help the students learn a language.

STAD is one a set of instructional techniques developed and researched by Slavin at John Hopkins University collectively known as Student Team Learning. These techniques are based on the idea of having students work in cooperative learning teams to learn academic objectives.

Slavin (1990) says in his book *“Cooperative Learning: Theory, Research and Practice”*, cooperative learning is an approach in teaching that maximizes the use of cooperative activities involving pairs and small groups of learners in the classroom. The researcher found that by applying this method, the students became active in language classroom.

Besides that, Slavin (1987) states that cooperative learning comprises instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content. There are some techniques in cooperative learning that can be used by the teacher, such as STAD. STAD shares the idea that students work together to learn and responsible for their teammates' learning as well as their own.

Regarding the background of the problem mentioned above, the research problem is formulated as follows: “Is there any significant increase of students' achievement in vocabulary at the second year of SMP Muhammadiyah 3 Bandar

Lampung after being taught using STAD technique?”

METHOD

This research used quantitative method, one group pretest posttest design. The design of the research can be represented as follows:

$T1 \ X \ T2$

T1 = Pretest

T2 = Posttest

X = Treatment

(Hatch and Farhady, 1982)

The subject of this research was the second year of students at SMP Muhammadiyah 3 Bandar Lampung in academic year 2015 - 2016. It was class VIII E as treatment class. The class was taken by using random sampling technique which was using lottery. This class consists of 34 students. It took six meetings for the research: three meetings were used for treatment, one meeting for the tryout, one meeting for the pretest, and another meeting for posttest.

In order to collect the data, the researcher conducted several procedures. First, administering try out. Administering try out was done to measure the level of difficulty (LD) and discrimination power (DP) as well as to find out the reliability and validity of the test. Second, the pretest was conducted before treatment to know how far the students have mastered the vocabulary. Third, administering posttest was conducted to know the students' improvement of vocabulary after treatments were given. The items used in pretest and posttest were objective tests in multiple choice, while the total number of pretest and posttest items were thirty with four options for each item. The items were based on the material given to the students that were taken from English

Curriculum for Junior High School.

To find out the reliability of the test, the statistical formula namely Pearson Product Moment was used. The result of the computation showed that the coefficient of upper and lower group was 0.98. It means that the test was high in the sense that the calculation of the reliability of the test 0.90 -1.00 showed that the value of the reliability test was high.

To find out the students' progress in mastering the vocabulary, the researcher conducted three activities: first, scoring the pretest and posttest, second, tabulating the result of the test and finding the mean of the pretest and the posttest, third, drawing conclusion from tabulated results of the test given, by comparing the means of the pretest and posttest. After getting the means of pretest and posttest, the data were analyzed by using paired t-test in order to know the significant difference of the treatments effect.

RESULT AND DISCUSSION

The result of the try out test consisted of eight easy items and twelve difficult items. Related to the criteria of Discrimination Power, there were found that ten bad items, fourteen poor items, thirty seven good items, seventeen satisfactory items and two excellent items.

Based on the calculation of the level of difficulty and Discrimination Power of each item, the researcher found that 24 items out of 80 did not

meet the criteria of good items. So the rest item was 56. Thus, the researcher revised the four items and administered 60 items for both pretest and posttest.

The result of pretest showed the highest score of the students' was in the score interval 70 - 80. It was gained by two students, while the lowest score was in interval 31 - 40 gained by thirteen students. Unfortunately, none of the students gained the mark in score 81 above.

The result of posttest showed that there was no student who gain interval score 31 - 40. By contrast with pretest there were many students got interval score 31 - 40. Most of them came from interval 31 - 40 and 51 - 60 in pretest. The student who got lowest score in pretest, in posttest they were in interval 61 - 70 and 71 - 80. While, the students who got the highest in pretest, in posttest, they were in interval 81 - 90. The mean of pretest is 47,67 and the mean of posttest is 68,88.

The result of students' vocabulary after conducting the posttest, it known that STAD technique increased the students' achievement in three topics of vocabulary, *parts of body* (8% increased), then *decribing object* (29% increased), and *activities* (27% increased).

Overall, the students' result of vocabulary achievement can bee seen on the table (1).

Table 1. The Result of Students' Vocabulary Achievement

Classes of Vocabulary	Material	Pretest (%)	Posttest (%)	The Increase (%)
Noun	Parts of Body	83 (69%)	93 (77%)	10 (8%)
Adjective	Describing Object	160 (53%)	247 (83%)	87 (29%)
Verb	Activities	238 (49%)	371 (77%)	133 (27%)

The data showed that there was a difference of students' vocabulary achievement after having three times treatments, it can be seen from the increase of the mean of posttest was higher than mean of pretest. The computation of match t-test showed that t-count was higher than t-table ($16.579 > 2.034$) at the significant level of 0.05, therefore the hypothesis proposed by the researcher was proved.

The finding indicated that STAD technique had an impact on students' ability in vocabulary. It is proven from the students' score of pretest and posttest. The mean of students' score in pretest was 47.67 while in posttest was 68.88. The gain mean of pretest and posttest was 21.21.

This research finding was in line with Hayuningtyas (2013) who mentioned that the students' achievement were increased after being taught by STAD technique.

All students score increased in range 6 – 40. Besides, by the result of *Paired Sample Test*, it can be concluded that the hypothesis of this research is accepted ($p < 0.05$, $p = 0.000$). There was significant increase seen from the mean of pretest and posttest in experimental class. Therefore, it can be concluded that STAD could increase students' vocabulary achievement significantly.

The results shows that there was a significant increase of students' vocabulary achievement after being taught using STAD technique. This research finding confirms previous research by Nur'aeni (2011) who mentioned that studying through STAD technique resulted an increasing in students' reading ability. In addition, the result confirms previous research done by

Tamzil (2012) who found out that the students' activities were improved as STAD stimulated and attracted the students in learning English. It is also supported by the research done by Irawan (2014) who stated that there was significant increase of students' speaking ability score after being taught through STAD technique which means that STAD gave a good contribution and applicable for teaching vocabulary in order to increase students' vocabulary achievement.

CONCLUSION

After conducting the research in SMP Muhammadiyah 3 Bandar Lampung and analyzing the data, the researcher makes some conclusions. First, there was a significant increase in the students' vocabulary achievement of noun (parts of body), adjective (describing object) and verb (activities) after being taught using STAD technique.

Second, it was concluded that the use of STAD technique did affect positively on students' vocabulary achievement. It is proven by the improvement on students' score between the pretest and the posttest.

Related to the conclusions above, the researcher proposed some suggestions: First, the English teacher is suggested to use STAD technique as one of the ways in teaching because it can help the students who still have problem in vocabulary.

Second, the teacher has to be well prepared in implementing STAD, especially in preparing the media such as: bulletin board to put the students' improvement points, quiz in every treatment and reward, in order to avoid the inefficiency of time when learning process occurs.

The last one, in applying the guessing game, the teacher is advised to monitor (observed, listened, and intervened) the teams when it was necessary. The teacher is also advised to give correction to the students, concerning the incorrect word which was used by the students, in order to improve the students' ability in vocabulary.

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