

Student Teams-Achievement Divisions: A Cooperative Learning Method that Nourishes the Spirit of English Department Students of Andalas University

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Abstract: What university students from different cultures and origins achieved through cooperative learning was subjected to a class-room inquiry. The inquiry centralised on student's achievement about language skills through Student Teams-Achievement Divisions (STAD) learning method. This study aimed at identifying the effect of implementation of STAD on university students' learning spirit and their fictional analysis competence. The data were collected through tests and questionnaire. The population was 3 classes (about 90 students) of year one at English Department, Faculty of Humanities, Andalas University (Unand) in the even semester 2017/2018. One class was chosen as the sample of the study. The implementation of STAD indicates that the method was influential to improve the learning spirit of the students, including their discipline, interest, cooperativeness, and seriousness. It was also able to upgrade their fictional analysis both in written test and oral presentation. Furthermore, there was an effect of learning motivation towards student analysis of fiction. The lecturers and the students committed to learning can continue to enjoy the outcomes while focusing on cooperative process. It is the process that is capable for unleashing the energies of most stakeholders in education: teachers, students and officials. If the process is conducted in a well-planned and careful way will result in the establishment of a generation that endures in a renewable way at all levels: knowledge, skills and attitude.

1 INTRODUCTION

Class action research has attracted the attention of many scholars both internationally and domestically (Slavin, 1980; Arikunto, 2007; Isjoni, 2008; Lie, 2008; Rofiq, 2010; Purnama, 2013). It has triggered scholars to look at its effects on students in different parts of the world.

Research on evaluation process of learning has also been the attention of some Indonesian scholars (Sudjana, 2009; Sukardi, 2008; Suyono, 2012). Looking at the issue of action research and its effect on learning has been an interesting issue to be investigated among students of Unand. From the observations in the Department of English Literature Unand taking Introduction to Literary Studies (ILS), the learning process was still dominated by activities such as note-taking, listening, lecturing, and provision of tasks that proved less able to make them active in achieving learning objectives. This led to

low student participation in learning activities. In another words, the students became passive and less creative. The low quality of learning had an impact on their learning achievement. Therefore, there must be an improvement for lecturers in choosing the learning method. The chosen learning method should give students the opportunity to learn actively such as asking, cooperating among students, establishing positive relationships, developing self-esteem and increasing group academic ability.

Based on the description above, several problems can be identified such as 1) the low achievement of students of ILS in the Department of English Literature Faculty of Humanities, Unand academic year 2016/2017. The data obtained during the observation shows that the average value of the semester of each class has not reached the passing score that has been set by the university that is 75. The low achievement of the students occurred because they did not master the materials given by the lecturer. The application of student-centered learning

method has not run well, causing the low quality of learning because the learning tends to be monotonous so that the students' attitude in learning becomes passive. To improve the quality standard of learning through the lowest value targeted by Unand (75) for improving the quality of learning should also be improved. In this research, the problem to be studied is limited to the problem of applying the learning method in improving the activity and achievement in the course of ILS. This research has used the cooperative learning method with Student Teams-Achievement Divisions (STAD) model.

The formulation of the problem in this research is as follows: 1) Will the application of collaborative learning method of STAD model can improve the students' learning activity in ILS course in English Department Unand? Moreover, 2) Will the application of the STAD model of collaborative learning methods improve the fictional ability of ILS students in the Department of English Literature Unand in ILS courses?

2 METHODS

This qualitative research up-produced data in writing and oral form from the activity or behavior of the subject observed during the learning process. This action class research was conducted in two cycles, each with the same procedure. Researchers directly got involved in the research process from the beginning to the end of the research both as teacher-observer and researcher. The research design followed what Kemmis and McTaggart (1988) proposed in which each cycle consists of several stages of action planning, action implementation, observation, and reflection. This research was conducted in Introduction to Literary Studies class, English Department, Faculty of Humanities, Andalas University. There were 35 registering students and 25 fully participating students, 23 Female and two male students.

Every cycle includes: 1) Pre-action stage, 2) Implementation phase of action, 3) Planning, 4) Implementation of action, 5) Observation and 6) Reflection. There were two types of data: quantitative data and qualitative data. Quantitative data derives from the student ability to complete about the test of each end of the action, and qualitative data consist of lecturer and student activity on learning the subject. In this study, data were collected through: 1) Provision of tests at the end of each action, 2) Observation and 3) Field notes. This note is more general which concerns the place of research, whether

the number of students, lecturers, facilities and infrastructure. The data collected are then processed from all available data. With the stages of data management as follows: a) Reduced data b) Presentation of data and c) verification of data. Qualitative data were taken from the results of student activities and lecturers obtained through the observation sheet. The data of the observation resulting from the lecturer's learning using STAD cooperative learning model in learning is assessed by the formula: Value = Σ scores obtained divided by Σ maximum scores and x 100 With the following criteria: 86% good 70 - 85% = good 55 - 69% = good enough 90% = Very good 80 - 90% = Good 70 - 79% = Good enough 60 - 69% = Less <59% = Very Less. The indicator of the success of classroom action research is if the learning outcomes of students during the learning process of each cycle has increased from cycle 1 to cycle 2. This is marked by the completeness of learning reaches at least 75% of the number of existing students.

3 RESULTS AND DISCUSSIONS

Pre-action test results of fiction analysis by the students of Introduction to Literary Studies, English Department of Andalas University Padang in the second semester 2018 showed that their ability was far from the minimum limit (75) which was only 28%.

Table 1: Students' ability to analyse the elements of fiction before a class action.

Pre-Action	
Average	71,5
Number of Completion	9 (of 32)
Percentage of Completion	28%

This study focused on the application of STAD cooperative learning method in this ILS class which was conducted in two action cycles, each of which was carried out in two meetings. In cycle I, after the lecturer presented the material about fiction elements and was guided by the distributed teaching materials, the students discussed questions and answers about the material and then discussed the story of *Romeo and Juliet*. Through the teaching materials, students answered some questions about the elements of the story as suggested by Klarer (2004). After answering the questions, students and lecturers corrected the

answers. At the end of the cycle, students answered some questions about the theme and elements of *Romeo and Juliet* and retold it in front of the class. The result of fiction element analysis in the form of writing and oral presentation on cycle I can be seen as follows:

Table 2: Results of Writing Ability.

Cycle I	
Average	63,8
Number of Completion	12 (of 21)
Percentage of Completion	52%

The results of the evaluation of the writing test cycle I shown an average of 63.8 with a complete student as many as 12 people while the students who had not completed as many as 11 students. Percentage of completeness in the research cycle I was 52%.

Table 3: Results of Storytelling.

Cycle I	
Average	76,9
Number of Completion	15 (of 21)
Percentage of Completion	76%

The results of the evaluation of the story telling test shown that the cycle I obtain a higher average 76.9 with a complete student as many as 15 people while unfinished students as many as six students. Percentage mastery of ability in retelling theme and fiction element in research of cycle I equal to 76%. These results correlate with the learning process in the classroom. Unfinished students were as many as six students. Percentage mastery of ability in retelling theme and fiction element in research of cycle I equal to 76%. These results correlate with the learning process in the classroom.

Table 4: Student Learning Process.

Cycle I	Discipline	Interest	Participation	Cooperativeness	Seriousness
Average	3,6	3,2	2,7	3	2,8
Number of Good Scores	18	17	12	15	13
Percentage	85,7%	81%	57%	71,4%	62%

In the observation of student activity in learning cycle I, the average grades of discipline, interest, liveliness, cooperation, and sincerity are 85.7%, 81%, 57%, & 1.4% and 62% respectively. So the average of student activity in cycle I is 71, 4%. The teacher observation resulting in learning cycle I ability of lecturer including the ability to explain, give an example, organize material, use of method and feedback is good.

Table 5: The result of Writing Skill (A) and Story in front of Class (B).

Cycle I				
	A	B	A+B: 2	
Average	63,8	76,9	70,4	
Number of Completion	12	15	13,5	
Percentage of Completion				52%

By the success indicator in this study, the research in the first cycle has not met the criteria of success targeted by researchers (75%) and then the research continued with cycle II.

In the early activities of Cycle II, the lecturer greeted and checked the student attendance. The lecturer re-explained the material that was learned in previous week and explained the material to be studied. Students listened to the material on themes and elements of 'The Necklace' short story. The lecturer asked the students about the material that has not been understood. They were divided into groups to do group work.

In the meeting 2 of the second cycle, the lecturer gave a lesson about elements fiction analysis and then the students answered a series of questions about the

theme and the story elements of 'The Necklace' and presented it orally in front of the class.

The results of the ability to write and present the elements of fiction in cycle II can be seen as follows:

Table 6: Results of Writing Ability.

Cycle II	
Average	76
Number of Completion	17
Percentage of Completion	77,7%

Based on the results of the evaluation of the writing test cycle II, the average value of students is 76 with a complete student as many as 17 students while the unfinished as many as five students. Percentage mastery is 77.7%.

Table 7: Ability to Retell a Story.

Cycle II	
Average	77,7
Number of Completion	18
Percentage of Completion	79,6%

The results of the evaluation of the test of telling the theme and fiction elements of cycle II, obtained an average of 77.7 with a complete student as many as 18 students while four unresolved students. Percentage mastery reaches 79.6%.

Table 8: Test Results of Writing and Oral Presentation.

Cycle II				
Average	79,6	77,7	78,7	17 Of 22
Number of Completion	17	18		
Percentage of Completion				77,3%

The results of the evaluation of writing test and storytelling cycle II indicated that there is an average of 78.7 with a complete student as many as 17 students while the unfinished as many as five students. Percentage of completion is 77.3%.

Table 9: Student Activities in Learning.

Cycle II	Discipline	Interest	Participation	Cooperation	Seriousness
Average	3,7	3,3	3,3	3,2	3,2
Number of Completion	21	19	18	18	19
Percentage	91%	83%	78%	78%	83%

The results of observation of student activity in learning cycle II shown an average of learning process value between 78% and 91%, the average value of student learning process in cycle II is 82,6%. In the observation of lecturer activity cycle II, the lecturer's learning is good.

The improvement of student ability outcomes from Pre Cycle, Cycle I and Cycle II in this study can be seen in the following table.

Table 10: Improvement of Students' Writing and Oral Retelling.

Cycle II			
Average	71,5	70,4	78,7
Number of Completion	9	12	7
Percentage of Completion	28%	52%	77,3%

The results of writing and storytelling tests with the STAD method shown an increase in mastery of 28% (pre-action), 52% Cycle I, and 77.3% Cycle II. The number of students who completed the learning achievement rose from 9 people (pre-action), 12 people (Cycle I) to 17 people (Cycle II).

Table 11: Recapitulation of Quality Improvement Result of Learning Process.

No	Indicators of Quality	Cycle I%	Cycle II%
1	Student discipline in following the learning of fictional appreciation	18 (85,7%)	21 (91%)
2	Students' interest in following the learning of fictional appreciation	17 (81%)	19 (83%)
3	Participation of students in following learning of fictional appreciation	12 (57%)	18 (78%)
4	Student cooperation in following learning fiction appreciation	15 (71,4%)	18 (78%)
5	The seriousness of the students in following the learning of fictional appreciation	13 (62%)	19 (83%)

The application of STAD method also shows the improvement of the quality of student learning process regarding discipline, interest, liveliness, cooperation and sincerity which increases 3%, 2%, 6%, 3%, and 6% respectively from Cycle I to Cycle II.

Table 12: Recapitulation of Fiction Appreciation Enhancement.

No	Indicators	Pre-action %	Cycle I%	Cycle II%
1	The ability of students to retell the story orally	-	76,9	79,6
2	The ability of students to answer questions in writing	71,5	63,8	77,7
3	Students' ability to appreciate fiction (Final score)	71,5	67,3	78,7
4	Completion	25%	52%	77,3%

From the results of this class action research, it obtained the average value of writing skills on the pre-cycle is 71.5 cycles I 63.8 and on the second cycle 77.7. In the pre-cycle, there are nine students who can

achieve mastery, in cycle I there are 12 students and on the second cycle as many as 17 students. Percentage mastery of students on pre-cycle 28%, the cycle I 63, 6% and on cycle II 77, 3%. The percentage of success obtained by students on learning in cycle II has reached the percentage of success that has been established by researchers (75%). It can be stated that the classroom action research to improve the ability of fictional analysis in the subject of Introduction to Literary Studies by using collaborative model STAD by the students of English Literature Faculty of Cultural Sciences Andalas University has been successful.

4 CONCLUSION

The results of classroom action research on Introduction to Literary Studies class by using STAD collaborative model on the first year students of Department of English Literature Faculty of Humanities Unhand indicated that STAD can improve students' writing skill and makes learning more fun and meaningful for students because they can participate actively in learning activities. In addition, learning using STAD model can improve the ability of fiction analysis as well. This is evidenced by the increased learning achievement of students during the learning process. Improvement is also shown by lecturers who shift from lessons that are still dominated by lecturers into more varied learning models.

This can be seen from the increasing completeness of ILS learning outcomes. Before the action is given, students' learning completion is 20%. After the action on the first cycle there is an increase in the completeness of learning outcomes with a percentage of 52%. In the second cycle, there is another increase in the completeness of learning outcomes by achieving a percentage of 77% or as many as 17 students from 22 students. It is highly suggested that lecturers consider the model of cooperative learning such as student teams achievement divisions (STAD) in literary learning, because it has proven to improve the student learning outcomes.

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