

# IMPROVING STUDENTS' MOTIVATION ON LEARNING ENGLISH THROUGH STUDENT TEAMS-ACHIEVEMENT DIVISIONS METHOD

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## ABSTRACT

The objectives of the research were to identify and to what extent STAD method can improve students' learning English motivation, and to describe strength and weakness of implementing STAD in this research. This research is a classroom action research. In collecting the data, the researcher used questionnaire, observation, interview and tests. The researcher conducted the tests and questionnaires before research (pre-test) and after implementing the method (post-test 1 and 2). The mean score of each test and questionnaire were compared to know the students improvements in motivation and reading skill. The research finding showed that the motivation of students improved in every cycle. The improvement of students' motivation can be seen from the improvement of mean score of questionnaire (60.72) before action, in cycle 1 62.03, and cycle 2 63.03. Besides, the reading skill of the students also improved. The improvement can be seen from the improvement of mean score of pre-test (59.75), post test of cycle 1 69.25, and post test of cycle 2 74.38. The researcher also found strength and weakness of this method.

**Keywords:** Motivation, STAD, Classroom Action Research

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## 1. INTRODUCTION

Teaching English as a foreign language refers to teaching the English language to students with different first languages. Teaching English is how the teacher makes the students being able to communicate with the other using English. Based on the pre- research was done by the researcher on the second semester of STIA Satya Negara Palembang, it was found that students' motivation in learning English was low. This was shown by many problem indicators. (1) Students tended to be passive during the teaching and learning process. (2) Students did not focus to the lesson. (3) They did not listen to the teacher's explanation. (4) The students had low motivation in learning English. (5) The students' attention to the lesson did not last long. (6) Students did not have effort to do the difficult task.

Due to these problems, the researcher thought that the students needed to be motivated enough on their lesson. One of the learning activities that can be used is Cooperative Learning. There are several types of cooperative learning and one of them is STAD. According to (Slavin, 2010) “STAD is a form of team learning which consists of four or five students who represent a cross section of the class in term of academic performance, sex, and race or ethnicity” Furthermore, (Slavin, 2010) exposes the five components of implementation STAD in the classroom: class presentations, teams, quizzes, individual improvement scores, and team recognition. Some researchers find the strength of STAD. (Hashemian, Jalilifar, & Parisa Shariatipour, 2012) found that Students in STAD receive peer encouragement and personalized support from their more competent partners. Their partners are available to help them when they need a customized answer to a question or solution to a problem. Furthermore, they also found that STAD can improve students’ reading skill. (Hashemian, Jalilifar, & Parisa Shariatipour, 2012) That founds that normal progressing learners and mildly handicapped in the group instructed through STAD had significantly higher levels of academic achievement in reading comprehension. Contrary to the former studies, this study confirmed the effectiveness of STAD that cast doubt over the nature of earlier studies.

The researcher assumed that this method is appropriate to be used in teaching learning process because (1) STAD makes students actively involved in the classroom activities; (2) Using STAD means that they work together in group and share the information about the subject matter; (3) The students with less motivation in English learning their self will be motivated by using this method. STAD facilitates in gaining self-esteem, liking of class and student attendance; (4) STAD motivates students to encourage and help each other; (5) It can accelerate student achievement; (6) By team work, passive students are expected to be more active in small group activities. The team members can complement each other’s strengths and weaknesses in learning English; (7) and the most important of using this method is that the students will be more comfortable having work with their friend. Based on the background of the research, the objectives of this research are to identify whether and to what extent STAD method can improve students’ motivation in learning English and to describe strength and weakness of implementing STAD in this research.

According to (Gardner, 2012) categorized motivation into two types; they are integrated motivation and instrumental motivation.

### **1. Integrated Motivation**

Motivation is defined as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. This form of motivation is known as integrate motivation. Integrate motivation is characterized by the student's positive attitudes towards the target language group and the desire to integrate into the target language community. When someone become a resident in a few community that uses the target language in its social interaction, integrated motivation is a key component in assisting the student to develop some level of proficiency the language.

### **2. Instrumental Motivation**

In contrast to integrated motivation is the form of motivation referred to as instrument motivation. It is functional reason for learning the target language, such as job promotion, or a language requirement. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language. With instrumental motivation the purpose of language acquisition is more utilitarian, instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the student into a community using the target language takes place, or in some instances is even desired.

(Narayan, 2015) characterizes a motivated student as 1) positive task orientation: The student is willing to tackle tasks and challenges, and has confidence in his or her success, 2) Ego-involvement : The student finds it important to succeed in learning in order to maintain and promote his or her own self-image, 3) need for achievement: The student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do, 4) high aspiration: The student is ambitious, goes for demanding challenges, high proficiency, top grades, 5) Goal orientation: The student is well aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them, 6) Perseverance: The student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of

progress, 7) Tolerance of ambiguity: the student is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later. So it can be conclude that students' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning.

The research was carried out in STIA Satya Negara Palembang. It was conducted from April 2019 to June 2019. It consisted of some stages such as pre- research, writing research proposal, planning the action, doing the action, analyzing the result and reporting the result. The subject of the research was the 2nd semester (2A Reg.Siang) students of STIA Satya Negara Palembang which consists of 32 students.

This research is an action research. Action research consists of four fundamental steps in spiraling process. Those steps are planning, acting, observing, and reflecting. (Hopkins, 2014) develop model of action research in the classroom named: identifying the problem and planning; implementing the action; observing or monitoring the action; reflecting the result, and revising the plan.

There are two kinds of data namely qualitative data and quantitative data. Qualitative data are taken from observation and interview. Thus, they are analyzed by series of process such as assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcome (Burns, 2016). Meanwhile, quantitative data are taken from test and questionnaire. The classroom motivation is analyzed by comparing level of students' motivation from questionnaire,

The students' reading comprehension is analyzed by comparing the mean score of pre-test and post-test. By doing the process of analyzing, the improvement of the students' motivation and reading skill can be monitored.

Pre-Research: In April 10th 2019, the researcher held pre-test to know students comprehension about procedure text and questionnaire to know their motivation in learning English.

Considering some indicators that happened in the pre-observation and pre-test finding, the researcher applied STAD (Student Teams- Achievement Divisions) method to enhance their

motivation in learning English. The researcher chose reading as the language skill and procedure text genre as the material that given to the students. The material was adapted from the syllabus.

Implementation : Cycle 1, the researcher made some steps for the implementation, namely developing the lesson plan, designing the steps, listing the students' names and putting them into groups, preparing the material and score tabulation, preparing teaching aids and test (evaluation).The researcher carried out the implementation of the action.

The researcher used Microsoft power point to explain to the students about how to comprehend text. The researcher guided the students by using STAD method. Each meeting was divided into 4 terms, namely: pre activities, presentation, team learning, individual task. In the third meeting, the students had Post- reading test 1. The cycle began with meeting 1 until 3 and was ended with team recognition phase (meeting 4). It was additional meeting to announce the groups predicate.

In the observation step, the researcher found some improvement. In first meeting, the students were more active than before by answering the teacher's question although the answer was not correct.

In the second meeting, the students seemed still confused in using skimming as the reading strategy. They needed long time to practice and did many exercises. Some improvements proved the method works in this class. In the third meeting, the students needed more practices in team learning phase. They needed something active and made them fresh than just doing the writing task. The students needed to learn more to comprehend the text and they must have spirit to do the test. In the fourth meeting, the students had willingness to get involved in the teaching and learning process, so they were curious with the score. Cycle 1 resulted some findings dealing with students' motivation and reading skills.

From the result, the students still needed long time practice. They still were not confident with their ability. They were still confused with generic structure and they needed many exercises dealing with how to comprehend procedure text. The researcher needed to conduct cycle 2 with some modification in the team learning's team allotment and quiz given in the team learning phase.

Cycle 2: The researcher made some re-planning, namely making the lesson plan suitable with some considerations from reflection in cycle 1, preparing material, score tabulation and teaching aids. The researcher prepared Power Point presentation, hand out for the students and home work for every meeting. Then, the researcher was preparing a test (individual quizzes) for meeting three.

The researcher carried out the implementation in cycle 2 after reflecting on some result. In this cycle, the researcher presented the same material as cycle 1, procedure text. The researcher used Microsoft power point and guided them using STAD method. Each meeting was divided into 4 phases, namely: pre activities, presentation, team learning, individual task. In the third meeting, the students had Post- reading test 2. The cycle began with meeting 1 and was over with team recognition phase (meeting 4). It was different on the time allotment and team learning forms.

In the observation step, the researcher found some findings the first meeting, the negative finding was they did not understand skimming technique. Meanwhile, There were many improvement found in the first meeting. The students had willingness to engage in classroom activity. They were confident with their success and they were more active in asking the material. In the second meeting, positive improvement appeared such as they had courage to say the answer, they were more focused and they wanted to know their achievement. In the third meeting, there were some positive results being found. They were more focused in the lesson, they were interested with the quiz, and they surely wanted to tackle tasks and challenges. In the fourth meeting, their improvement on motivation appeared in some occasion. They were more active, they had willingness to involve in certain activity, they had high motivation to learn, and they listened to the explanation from the teacher. After observing the whole meeting, the researcher did reflection in cycle 2 dealing with students' motivation, and reading skill.

From the reflection, the researcher also got some findings in cycle 2. They were about improvement of students' motivation and students' reading skill and the strength and weakness of implementing this method.

## **2. DISCUSSION**

### **Improvement of Students' Motivation.**

The researcher constructed some indicators dealing with students' motivation in learning English. The indicators were written in the questionnaire sheets to measure the class motivation improvement. The researcher found the improvement from 60.71 to 63.03. Although some improvement were found, there were some trend happened in every indicator.

The first indicator, they had willingness to tackle tasks and challenges. It improved in cycle 1 but decreased in cycle 2. Cycle 2 had different team learning form. Cycle 1 used writing task and cycle 2 used interactive quiz. Sometimes, competition on interactive quizzes was only followed by the smartest students and some motivated students. It made their motivation decreased a little in this indicator.

The second one, they were engaged in certain activities. This indicator always improved in every cycle because the researcher gave them various activities and different writing tasks in every meeting. Moreover, the need for achievement made them enthusiastic.

The third, they knew their goal of their effort. The researcher provided them with many prizes which became their short-terms goal. In previous meeting, they were faced with long term goals in learning language.

The last indicator of motivation was that they had confidence of their success. (Ur, 2017) states the motivated student has this characteristic in the seven positive tasks orientation. This indicator did not improve and it decreased in every cycle. It happened because the students did not feel that it was personal success but group success. (Hashemian, Jalilifar, & Parisa Shariatipour, 2012) state some students would feel that the winner was not their self. The teacher needs to motivate them and mention the group members in recognition phase.

### **Improvement of students' reading skill**

The researcher also found some improvements on reading comprehension. The improvements appeared in their mean score of reading test. The score improved from 59,75 to 74,35. Learning languages needed motivation to follow what the teacher wants, but sometimes a teaching also can be used as the stimulator for motivation.

Beside STAD improves students' motivation in learning English. STAD also can improve students' motivation in reading text. The first is through the students' positive interdependence.

(Wichadee, 2015) states “whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group’s success”. Similarly (Hashemian, Jalilifar, & Parisa Shariati pour 2012) state that “positive interdependence among all group-mates encourages L2 learners to help each other and to exert more effort to achieve group success”. STAD helps the low achievers students to comprehend the material. They asked the smarter students what they did not understand before they asked the teacher. The low achiever students also enjoy discussing with their group mates. Hashemian, Jalilifar, & Parisa (Shariatipour, 2012) also states that “Students in cooperative groups receive peer encouragement and personalized support from their more competent partners. Their partners are available to help them when they need a customized answer to a question or solution to a problem”. The smarter students help the lower ones to comprehend the material but they did not make the lower achiever embarrassed.

Next, besides the positive interdependence, STAD also improves the students reading skill through team reward. Team reward is one component of STAD. (Slavin, 2010) states that as soon as possible after quiz, the teacher should figure individual improvement scores, team scores and award certificates or other rewards to-high scoring teams. If possible, the teacher should announce team scores in the first period after the quiz, to increase their motivation to do their best. The team reward would make the students motivated. (Hashemian, Jalilifar, & Parisa Shariatipour, 2012) support Slavin’s theory “the superiority of STAD can be explained from a behavioral learning theory maintaining that learners will work hard on tasks that provide a reward, and that they will fail to work on tasks that provide no reward or punishment. (Ur, 2017) states group contest end on the whole to get better results than individual ones, in my experience. They are more enjoyable, less tense and equally motivating.

The researcher found some findings which showed different trend, even in some indicators’ errors increased. The students had not been able to find the suitable main idea and the chronological order of recount text. The researcher found students’ difficulties on doing skimming techniques. They needed a lot of practices and longer time. From many findings, the researcher found that increasing motivation could affect to the students test score. The application of STAD in that class, made the students have desire to learn. Their desire made them brave to compete with the other friends.



### **The Strength and Weakness of STAD**

In addition to the improvement of motivation and reading skill, the researcher also found some strengths and weaknesses in implementing STAD in the classroom. The first strength was that STAD uses prize and reward to increase students' motivation in learning. The use of prize and reward increases students' motivation in learning English or learning the other subjects. (Hashemian, Jalilifar, & Parisa Shariatipour, 2012) in their research found that the superiority of STAD can be explained from a behavioral learning theory maintaining that learners will work hard on tasks that provide a reward, and that they will fail to work on tasks that provide no reward or punishment. Supporting Hashemian et al was the research from (Tzu Pu Wang, 2016) that team rewards on cooperative learning indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to reach than if they are rewarded for doing better than the others.

The second strength was that STAD can be implemented by the teacher in all English skill because the teachers can add many teaching techniques in every step from presentation to individual task. This theory is supported by some researches in different skill. The first was research from (Tzu Pu Wang, 2016). In this research, STAD improved speaking and listening skill implemented to Students of Technological College in China. The second research was held by (Rashid, 2012). This experimental research found that STAD can improve students' writing skill at Malaysia University. Those researches proved that STAD can be implemented in all English Skill.

The third strength was that STAD makes the students more active in the lesson. The method makes the students doing peer teaching and peer correcting to their friends. The same finding from (Wichadee, 2015) also found that the students of Bangkok University were more active in teaching learning process because they are motivated.

The fourth strength was that STAD can be supported with various teaching media. Slavin in his book (Slavin, 2010) states that the teacher can attach visual or audiovisual material to explain what the students will learn. In her research (Tzu Pu Wang, 2016) use Sound waves, a listening and speaking series designed book, to improve students conversational English. The

other research was held by (Dion G Norman, 2015) taught the students using reading material taken from the book and newspaper.

The fifth strength was that STAD has simple steps in teaching procedures. (Slavin, 2010) states that STAD is the simplest method and the easy method which can be used by the pre-service teacher. Tzu Pu Wang in her article also states that STAD is a prevailing and simple technique in cooperative learning. STAD only has 4 steps, presentation, team learning, individual assignment, and team recognition as the non-teaching step. Although STAD has strengths, it also has weaknesses in some parts. The first weakness was that STAD needs more cost to prepare the prizes and rewards.

The second was that STAD needs more attention from the teacher to supervise the students' group. This factor also relates with number four (STAD is implemented more effectively in small classes than in big classes). In this research, the researcher taught 32 students and divided them into eight groups. (Slavin, 2010) states that while the teacher is teaching, he has to check the students' activity around the class and give them appraisals. It needed more attention from the teacher. If it is applied in small class, the attention will be given maximum to the students.

The third weakness was that STAD needs more preparation before the method implemented. (Tzu Pu Wang, 2016) stated in her journal that the teacher prepared many sources for listening and some video to stimulate their speaking skill beside the teacher prepares the base scores and the certificate given.

**Table 1. The Findings of the Research**

Aspects	Indicators	Pre-	Cycle 1	Cycle 2
Motivation (questionnaires)	1. WTC	78.13%	78.75 % (High)	76.25%
	2. EA	77.03%	78.44 % ( High)	79.38%
			(Average)	

<b>Reading Skills (test )</b>	1. Generic	39.36%	34.96% errors	9.38% errors
	Structure	errors		
	Features			
	3. Main Idea	19.53%	46.88% errors	50.78% errors
	4. Chronolog	42.18 %	67.97% errors	52.34% errors
	5. Referen	49.38%	31.77% errors	19.27% errors
6. Specific	23.44%	8.93% errors	15.18% errors	

Questionnaire	Mean	60.72	62.03	63.03
	Highest Score	74	74	78
	Lowest Score	48	51	53
	Lowest Score	58	59	64
<b>Reading Test</b>	Mean	59.75	69.25	74.38
	Highest Score	76	88	96
	Lowest Score	44	48	48
	Lowest Score	56	68	72
	Modus			

### 3. CONCLUSION

There are some conclusions which come from research findings and discussions. The use of STAD on teaching English improves their motivation. The improvement can be identified from

the mean score of motivation questionnaire. It increases from 60.71 in pre-test to become 62.03 in post-test 1 and finally 63.03 in post-test 2. The other improvement also appears on the reading comprehension. Their mean score increases from 59.75 to become 69.25 and 74.35. The students are willing to read the text and do the task. It makes them more able to apply the reading strategies. There are also some strengths and weaknesses implementing this method. Based on some discussions above and also some findings, the researcher concludes that STAD is able to enhance students' motivation in learning English and there are some strengths and weaknesses in implementing this method.

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