Improving students' achievement in vocabulary through Students-Teams Achievement Divisions (STAD) at SMPN 8 Bandar Lampung

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ABSTRACT

The objective of this research was to find out (i) whether there was an improvement of students' vocabulary achievement and (ii) which type of content words that improved the most after being taught by using STAD technique. The current study was quantitative research. The subjects of the research were the students of SMPN 8 Bandar Lampung. The data were collected throughvocabulary testsanalyzed by using Repeated Measures T-Test. The findings showed that there was an improvement of students' vocabulary achievement after the treatment given by using the STAD technique since the significant level was $p < 0.05$ (p= 0.000) and the most significantly improved type of content words was a noun. It was proved by using One-Way ANOVA computation.In brief, it can be concluded that the STAD technique could be used as a teaching technique to improve vocabulary achievement in terms of content words. This suggests that the STAD technique facilitates the students to be actively involved in learning.

Keywords: *students-teams achievement division, vocabulary achievement, content words*

I.   INTRODUCTION

Vocabulary is one of the language aspects that need to be mastered for learners. The importance of vocabulary can be seen from Rivers (1970:462) who states that it would be impossible to learn a language without vocabulary when learners start to learn a language and before they learn further about the four skills i.e. listening, speaking, reading, and writing. Therefore, by knowing sufficient stock of words, the learners will be able to communicate well.

In the teaching-learning process, mastery of vocabulary is necessarily needed by the students to form sentences. Students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help students in gaining, understanding, and also enhancing the process of knowledge transferred in learning English.

However, most of the students in the school are still lack of vocabulary. Musfina (2016) reveals that most of the junior high school students learn vocabulary passively even though they realize the importance of vocabulary when learning a foreign language. It is assumed that having insufficient vocabulary mastery can be a serious obstacle for students in learning a language either spoken or written.

Furthermore, it is found in the preliminary findings from the researcher's observation In-Service Practice in SMK MuhammadiyahGistingTanggamus that most students had a low capability in English. They were not confident to express their idea of using English as being afraid to make mistakes and found difficulties to answer questions from the teacher because they lacked the vocabulary and it became hard for them to construct sentences in English.

Referring to the statements above, teaching vocabulary with creativity in a different way is required. The teacher should consider the appropriate method and suitable techniques to achieve the goal. Wilkin (1983:14) states teachers have to find out any technique that is relevant to the students' interest and then it will motivate them to pay more attention to the teaching-learning process. The aims of using various ways and teaching strategies are making the students understand the lesson easily and remember what they learned without any pressure since the students enjoy the activities in learning vocabulary. Various techniques can be applied for teaching vocabulary, one of which was a cooperative learning method. Students Team Achievement Divisions (STAD) is a type of cooperative learning and was taken as the technique to be implemented in this research.

According to Slavin (1987), STAD is the way to give stimulus to the students, to motivate them to learn and to involve them to participate actively in the activities in the classroom. It means that by using this technique, the students are the center of the learning. They will be in the team consisting of 4-5 students. They will study together to get better achievement in the form of individual improvement scores after taking the individual quiz or individual test. Every member of a team needs to be responsible for their team progress.

Supporting the idea above, Johnson (1997) says the use of learning cooperative especially the STAD technique has beneficial to motivate students in the group so that they can help each other in increasing their vocabulary achievement. This is quite true because STAD enables the students more creative to raise their vocabulary items.

There is some previous research related to the implementation of the STAD technique. Arief(2017), the result of this study shows that the students responded positively toward the STAD technique. Then, Linta (2014) states that the STAD technique is an effective technique to encourage the students to share their knowledge and to motivate themselves to do the best to their team members. Further, Rinda (2012), finds that STAD can encourage the students' class involvement, raise students' motivation and attitudes towards learning English and increase class participation in terms of the interaction among students themselves and between students and their teacher.

In summary, the research tried to find out the students' achievement in vocabulary and the type of content words that improved the most after being taught by using STAD technique. It was hoped that the STAD technique was able to make the students active in the learning process so that their achievement in vocabulary improved.

II.   METHODS

Participants
The population of this research was the eighth-grade students of SMPN 8 Bandar Lampung which consisted of 30-35 students in each class. The researcher took one class as the tryout class, which was VIII B. Then, the teacher also took one class to be the experimental class, which was VIII A.

Instruments
Vocabulary tests were used as the instrument to find out how far teaching vocabulary through STAD technique could affect students' vocabulary achievement.

Data Analysis
The researcher scoring the scores of pre-test and post-test of the students, then calculated the mean of pre-test and post-test. The data were analyzed by using the statistical computation i.e Repeated Measure T-Test to measure the data. It was used to see whether the STAD technique could improve students' vocabulary achievement The researcher also used the normality test to find out whether the data were normally distributed or not. More operationally, the data were tested by One-sample Kolmogorov-Smirnov Formula(SPSS16.0) to test the normality of the data. Meanwhile, to analyzed which type of content words that improve the most after being taught by using STAD technique. The researcher used One-Way ANOVA in SPSS 16.0 for windows to calculate the result.

III.   RESULTS AND DISCUSSIONS

Results
This research was aimed to answer the questions whether there was an improvement in students' vocabulary achievement and the typeof content words that improved the most after being taught through STAD technique. Several procedures had been done to find out the answer. The data had been computed and analyzed to draw the answer.

The result showed the total score of the pre-test was 2097.5, and the mean score was 67.66. It proved the assumption that the students find the difficulties to classify the functions of nouns, verbs, adjectives, and adverbs. After conducting the pre-test and treatments, the writer administered the post-test to measure the students' vocabulary achievement. The result showed the total score of the post-test was 2547.5, and the mean score was 82.17. The result indicated that there was an improvement in students' vocabulary achievement. It can be seen from the students' mean score in the post-test that increased 14.51 points from 67.66 to 82.17.

In this study, a Paired Sample T-test was used to test the hypothesis, in which the significance was determined by 0.00<0.05. The significant level was lower than 0.05. It means that H1 is accepted

and H0 is rejected. It proved that the T-value is higher than T-table based on df (16.108>2.0423). Thus, it can be concluded, that there was an improvement of students' vocabulary achievement after being taught by using STAD technique for the eighth-grade students of SMPN 8 Bandar Lampung.

There were four types of content words that were measured in this research, such as verb, noun, adjective, and adverb.STAD technique had a good effect on verb type of content words. The score of the noun was 211 in the pre-test and it was 278 in the post-test. The improvement in the main idea proved by using One-Way ANOVA computation on SPSS 16.0 for windows.

Discussion of the Findings
The research was conducted to find out whether there was an improvement of students' vocabulary achievement by using STAD technique. The population of this research was the eighth-grade students. There were 31 students as the sample. The research was conducted in five meetings.

In the first meeting, the researcher gave the pretest to the students to know how far the students' vocabulary achievement before the treatments. After introducing herself, the researcher told the students about the topic of the pretest and gave them the test paper. The students were asked to answer the test in 60 minutes.

After conducting the pretest, the researcher conducted the treatment by using STAD technique in three meetings. The treatments were done to teach the students vocabulary especially in each type of content words. By several steps to implement the STAD technique, the teacher made the students more active and intensely interested, supported the students in sharing their ideas and opinions that they were going to improve their knowledge in terms of content words.

The first session, there were three steps of activities such as pre-activity, whilst-activity, and post-activity. In pre-activity, the researcher (as a teacher) greeted the students and checked the students' attendance list. The researcher gave brainstorming by asking the students about parts of the body.

In whilst activity, the teacher divided the class into groups' students to make group consist of 4-5 members that are mixed and she introduced the concept of STAD. Then, the teacher showed the picture based on learning materials in front of the class, the picture was one part of their body. The students were asked to mention characteristics and function of the picture while the teacher guided them the way to answer the question in English and language which was commonly used. Then, the students answered the questions and the teacher told the students that they would learn about parts of the body.

Furthermore, the teacher arranged group discussionhad been assigned before to play guessing game using 20 vocabularies related to parts of the body. She monitored the teams: observed, listened, and intervened when necessary. The teacher also made a note of the incorrect words used by the students and gave correction during the learning process. To improve knowledge about parts of the body, the teacher distributed the individual quiz for every student. After all, finished, the teacher collected the paper and gave a reward to the best' score of playing a guessing game before. In post-activity, the teacher evaluated the teaching-learning process.

The second treatment was conducted three activities. In pre-activity, the teacher checked the attendance list of the students and asked the students the previous lesson. The teacher questioned the students about the task given in the previous meeting whether they had difficulties or not.

In while teaching activities, the students were asked to do the same activity based on the topic given. The topic was about "Describing Object". The students looked enthusiastic to play a guessing game. They discussed with their teams and shared what they knew before came in front of the class. They also opened their dictionary when they did not know the vocabulary. Next, after playing the guessing game, the teacher distributed the individual quiz which related to the topic. The teacher told them to focus on the identification type of content words while reading the paper. After finishing the quiz, the teacher collected the paper. In post-teaching, the teacher evaluated the teaching-learning process.

The last treatment was also three activities. In pre-activity, the teacher checked the students' attendance list and she asked the students previous lesson. The teacher questioned the students the task given in the previous meeting whether they had difficulties or not. In whilst-activity, the students were asked to do the same activity based on the topic given. The topic was about "Daily Activities". The teacher asked students to move to their group and prepared what they would describe in front of the class on playing guessing games. The teacher monitored the learning process. After finishing the guessing game, the teacher gave an individual quiz to measure the knowledge of the topic. In post-teaching, the teacher evaluated the teaching-learning process and gave them some notes related to the given material.

Based on the observation, all of the students were being active and delighted in the teaching-learning process. At the end of the third treatment, the researcher tried to get an opinion from the students about this technique. As a result, they were interested in this technique. They felt more confident while learning English.

In the fifth meeting, the researcher gave the post-test to the students after being taught using the STAD technique in an attempt to find out the significant difference between the score of the students' vocabulary achievement. The time given was 50 minutes. In this research, all of the components of the STAD technique were applied appropriately.

In implementing STAD, the students worked together as a team and responsible for their teammates' learning as well as their own. The learning material given by the teacher could be a picture, song, table or passage. It made the students be actively involved in the learning process and develop their idea during the learning process. Richards and Renandya (2002) also state that STAD has benefited such as are enhancing learning and achievement of students by encouraging peer-to-peer interaction and cooperation, which requires students to be active in the group and achieved the main goal of every member of the group. It means that if students want to succeed as a team, they will encourage their teammates and do the best for their team. In a group, STAD provides an opportunity to interact and communicate with each other. Also, this technique useful to motivate students to encourage and to help each other in mastering the materials.

The result indicates that the hypothesis proposes is accepted. Thus, this study finds that teaching vocabulary through the STAD technique is effective to improve students' vocabulary achievement. STAD technique gives a positive impact on students' vocabulary achievement. The technique can help the students comprehend word by word especially in a text easily. It provides opportunities for students to develop the idea not only on their ideas but also from their partners.

The result of this study is in line with the previous related research by Linta (2014) in teaching writing narrative text through STAD technique. The result signifies that the STAD technique was effective in teaching writing skills. These findings also support the previous findings done by Hayuningtyas (2013) who states that the students' achievement was increased after being taught through the STAD technique.

The finding of this study does not only show the improvement of the students' vocabulary achievement but also discusses the improvement of each type of content words. The result shows that the type of noun has the highest improvement than others. This happened because the material of the STAD technique given by the researcher included fun activity in noun type. Judged from treatment activities, the students felt so excited to learn new vocabularies, especially nouns.

Besides, the STAD technique made students feel more confident because they had an opportunity to involve actively in the learning process by sharing and discussing their ideas with their team. This is supported by Yoannita (2017) that STAD directly invited students to be active in the learning activities in the classroom. Students worked together to learn and responsible for their teammates' learning as well their own to share the idea about the topic that makes them enthusiastic.

All of all, it can be stated that STAD was not only able to give an improvement to students' vocabulary achievement, but it also improved the students' content words achievement, which is in details, the types are verbs, nouns, adjectives, and adverbs. It can be approved that STAD is an effective technique for teaching vocabulary at the eighth-grade students of SMPN 8 Bandar Lampung.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions
On the whole, there is an improvement of the eighth-grade students' vocabulary achievement after being taught through the STAD technique at SMPN 8 Bandar Lampung. It can be seen from the pre-test and a post-test result which shows that the students' score in the post-test is higher than the students' score in the pre-test. Moreover, STAD technique is not only effective to give an improvement to students' vocabulary achievement, but it also brings good effect to develop students' vocabulary achievement in terms of all types of content words. The type of content words that improve the most is noun type. This occurred since the students found typical of nouns are more easily remembered by the students.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some constructive suggestions. Firstly, for the teacher, who wants to apply STAD technique as a variation in teaching English, is suggested to have a good preparation and time allocation, because the materials have to be explained to the students clearly. It is important to prepare the teaching material which is going to be used, such as pictures and task for each treatment. Furthermore, the teacher advised monitoring every team to give a correction to each member of the group, concerning the incorrect word which is used by the students, to improve the students' ability in vocabulary. The teachers also have to make a clear regulation to control the class, to make sure that the students can follow the instruction and focus on the material.

Secondly, the further researcher who wants to conduct this technique on a different level of students is highly suggested to simplify the students' assignment since teaching English through STAD needs a longer time and the activity in a team-building phase were time-consuming.

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