

## CHAPTER II

### RIVIEW OF RELATED LITERATURE

This chapter discussed relevant theories of the teaching reading skill by using Student Achievement Division (STAD). It covers the understanding of grammar, the understanding of Cooperative Learning, the objective of Cooperative Learning, the understanding of STAD, and teaching grammar using STAD. In addition, it also covers the general concept of Classroom Action Research (CAR), the objective of CAR and Classroom Action Research Design.

#### A. Cooperative Learning

Classroom learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follow: “cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held a countable for this or her own learning and is motivated to increase the learning of others.<sup>3</sup>

Cooperative learning creates opportunity for students to help their group members to solve their learning problems which in a small group student feel more comfortable asking for help. In cooperative learning

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<sup>3</sup>Jack C. Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching*, 2<sup>nd</sup> ed. (Cambidge; University press, 2001), pg. 192.

students can work their assignment together. Cooperative learning grounded in the belief in that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks.

Cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the group and the active participation of all members.<sup>4</sup>

Based on the all statement above, the writer summarized that cooperative learning is learning model which provides opportunity to interact and communicate with each other. Cooperative learning is not just putting students into group but they should learn social skill. The cooperative learning requires students to be active in the group and active the main goal of every member in the group.

#### **B. The objective of cooperative learning**

The objective of cooperative learning is to enhance learning and achievement by encouraging peer-to-peer interaction and cooperation.<sup>5</sup>

The idea behind this form of cooperative learning is that if students want to succeed as a team, they will encourage their teammates to excel and will help them to do so.<sup>6</sup>

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<sup>4</sup> Robert E. Slavin, *Coopertaive Learning: Theory, Research, and Practice*, (Boston: Ally & Bacon, 1995), 2<sup>nd</sup> edition, pg. 7.

<sup>5</sup> Jack c. Richards and willy A Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (Cambridge: Cambridge university press, 2002), pg.52

Based on those statements above, the objectives of cooperative learning is to motivate student to encourage and to help each other in mastering materials presented by the teacher.

### C. STAD

Student Team Achievement Division (STAD) is one a set of instructional technique developed and researched by Robert E. 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 said in his book "Cooperative Learning: Theory, Research and Practice", "Two of the oldest and most extensively researched forms of cooperative learning are Student Team Achievement Division (STAD) and Team Games Tournament (GTM).<sup>7</sup> And the researcher choose the STAD to teaching and learning in Arunsat Vittaya Kadunong Saiburi Pattani South Thailand.

In Student Team Achievement Division (STAD), students are assigned to four-member learning teams that are mixed in performance, level, gender and ethnicity.<sup>8</sup> It is to accelerate the achievement of all students. Students Team Achievement Division (STAD) shares the idea that students work together to learn and responsible for their teammates' learning as well as their own.

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<sup>6</sup> Robert E. Slavin, *Coopertaive Learning: Theory, Research, and Practice*, (Boston: Ally & Bacon, 1995), 2<sup>nd</sup>edition, pg. 6.

<sup>7</sup>Ibid., pg. 71.

<sup>8</sup>Shlomo Sharan, *Handbook of Cooperative Learning Methods*, (London: Preager Publisher, 1999), pg.4

They are three concepts that are central to Students Team Achievement Division (STAD), are<sup>9</sup>:

1. Teams rewards

Teams may earn rewards if they achieve above a designated criterion. But there is no competition among the students.

2. Individual accountability

It means that in Student Team Achievement Division (STAD), the teams' success depend on the individual learning of all team members.

3. Equal opportunity for success

It means that what students contribute to their teams is based on their teams is based on their improvement over their own performance.

From the several statement above, the writer sums up that the Student Team Achievement Division (STAD) is one of the cooperative learning techniques that students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. Student will have equal opportunity to learn and students are rewarded for doing better than they have in past, they will be more motivated.

4. The component of Student Team Achievement Division (STAD)

Slavin stated in his book "Cooperative Learning: Theory, Research and Practice" that Student Team Achievement Division (STAD) consist of five major components, they are:<sup>10</sup>

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<sup>9</sup>Ibid., p. 3-4



a. Class Presentation

Material in Student Team Achievement Division (STAD) is initially introduced in class presentation. This is most often direct instruction or a lecturer discussion conducted by the teacher.

b. Teams

Teams are composed of four or five students who respect a cross section of the class in term of academic performance, sex and race or ethnicity.

c. Quizzes

After teacher presentation and team practice, the student who takes individual quizzes.

d. Individual Improvement Score

Each student is given a "base" score, derived from the student's average past performance on similar quizzes. Students then earn points for their teams based on the degree to which their quiz score exceed basic score.

e. Team Recognition

Team may certificate or other rewards if their average scores exceed a certain criterion. It is based on:

- 1) Improvement point. Students earn points for their teams based on the degree to which, their quizzes score (percentage) exceed their base score.

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<sup>10</sup> Robert E. Slavin, *Coopertave Learning: Theory, Research, and Practice*, (Boston: Ally & Bacon, 1995), 2<sup>nd</sup>edition, pg.71-73.

**Table 2.1**  
**Improvement Point**

<b>Quiz score</b>	<b>Improvement Points</b>
More than 10 points below base score	5
10 points below 1 point below base score	10
Base score 10 points above base score	20
More than 10 points above base score	30
Perfect test (regardless of base score)	30

2) Recognizing Team Accomplishment. Three levels of awards are given. These are based on average team score, as follows:

**Table 2.2**  
**Team Recognition**

<b>Criterion (team average)</b>	<b>Award</b>
15	Good team
20	Great team
25	Super team

The major component of Student Team Achievement Division (STAD) are integrated each other.<sup>11</sup>

### 3) Criteria of Success

Some criteria of success if:

- a) In teaching and learning process in the classroom percentage of response for teacher minimum 75%.
- b) In students' teamwork the percentage 75%.
- c) The last, in individual quiz the criteria of success 75%.

## **D. The technique of using Student Team Achievement Division (STAD)**

The general procedure to follow when preparing Student Team Achievement Division (STAD) and adapted from text book or other published sources or with teacher made materials.

### **1. Assigning Students to Teams**

Teams in Student Team Achievement Division (STAD) should be heterogeneous. Don't let student choose their own teams, because they will tend to choose others like themselves. Instead follow these steps:

- a. Make copies of team summary sheets for every for students in your class.

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<sup>11</sup>Ria Probo, *The Implementation of Cooperative Learning by using (STAD) method to Improve the First Grade Students' Reading Copenhension Skill of MTsN 1 Kediri*, (Kediri: 2012), Thesis.

**Table 2.3**  
**Team summary sheet**

Name	Score		
<b>Total Team score</b>			
<b>Team Average</b>			
<b>Team Award</b>			

- b. Decide on the number of team. Each team should have four or five members if possible.
- c. Assign students to teams

## **2. Determining initial base score**

The base score represent students' average score on past quizzes. Otherwise, use students' final grade from the previous year.

## **3. Grading**

Report card grades should be based on students' actual quiz score, not only their improvement points or team scores.

From the details given above, the writer sum up that before implementing Student Team Achievement Division (STAD) in class, it is must for teacher to know the techniques of using Student Team



Achievement Division (STAD) itself, in order to make teaching learning activities fun and enjoyable.

#### **4. Teaching Grammar by using STAD**

The following is steps in teaching reading by using Student Team Achievement Division (STAD):

Step 1: Introduce the concept of Student Team Achievement Division (STAD) together with what the benefits for student are. Explain students what to work in teams mean. In particular, before beginning team work, discuss the following team rules:

- a. Students have a responsibility to make sure that their teammates have learned the material.
- b. No one finished studying until all teammates have mastered the subject.

Step 2: Class presentation. The presentation cover the opening, development, and guided-practice components of lesson.

- a. Opening, tell the students what they are going to be learned.
- b. Development, stick close to the objectives that you want students to learn, actively demonstrate concepts or skill using many examples, frequently assess student comprehension by asking many question, move to the next concepts as soon as students have grasped main idea.

- c. Guided-practice, Call on students at random. This makes all students prepare themselves to answer.

Step 3: Team study. Asked students to work together in their own teams, the teams had been assigned before. During team study, team members' tasks are to master the material yours presented in your lesson and to help their teammates master the material.

Step 4: Monitoring the teams. Although the intention is that students teach one another, be sure that this, in fact, is happening. Therefore, teacher must be up and about, observing and listening, and intervening when it is necessary.

Step 5: Test or quizzes. Distribute the quiz and give students adequate to complete. Do not let students work together on the quiz.

Step 6: Score the quizzes. Students score on another's paper or you may collect and score them yourself.

## **E. Classroom Action Research (CAR)**

### **1. Understanding of Classroom Action Research (CAR)**

According to Suharsimi Arikunto, Classroom Action Research is an action research which carried out at the classroom aimed to improve learning practice quality.<sup>12</sup>

In addition Michael J. Wallace started that CAR is a type of classroom research carried out by the teacher in order to solve problems or to find answer toward context-specific issues.<sup>13</sup>

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<sup>12</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009),pg. 58

Meanwhile Geoffrey E. Mills stated that “action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/ learning environment to gather information about how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved”.<sup>14</sup>

Based on those statements given by the experts, the writer sums up that action research is reflective process and an interactive inquiry process implemented in collaborative context, to improve the way they address issues and solve problems. CAR is problem-based research occurring in teaching-learning activities proven by preliminary study; through cyclical process of planning, acting, observing, and reflecting.

## **2. The objectives of Classroom Action Research (CAR)**

CAR is aimed to overcome problems in teaching-learning process in order to improve educational practice. This statement in

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<sup>13</sup>Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), pg.5

<sup>14</sup>Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (Columbus: Merrol Practice Hall, 2003), pg.5

line with David Kember who stated that the essential component of action research as following:<sup>15</sup>

- a. Concerned with social practice
- b. Aimed towards improvement
- c. A cyclical process
- d. Pursued by systematic enquiry
- e. A reflective process
- f. Participative
- g. Determined by the practitioner

In addition, stated that CAR is conducted by teacher to improve the quality of teaching learning ability in the classroom.

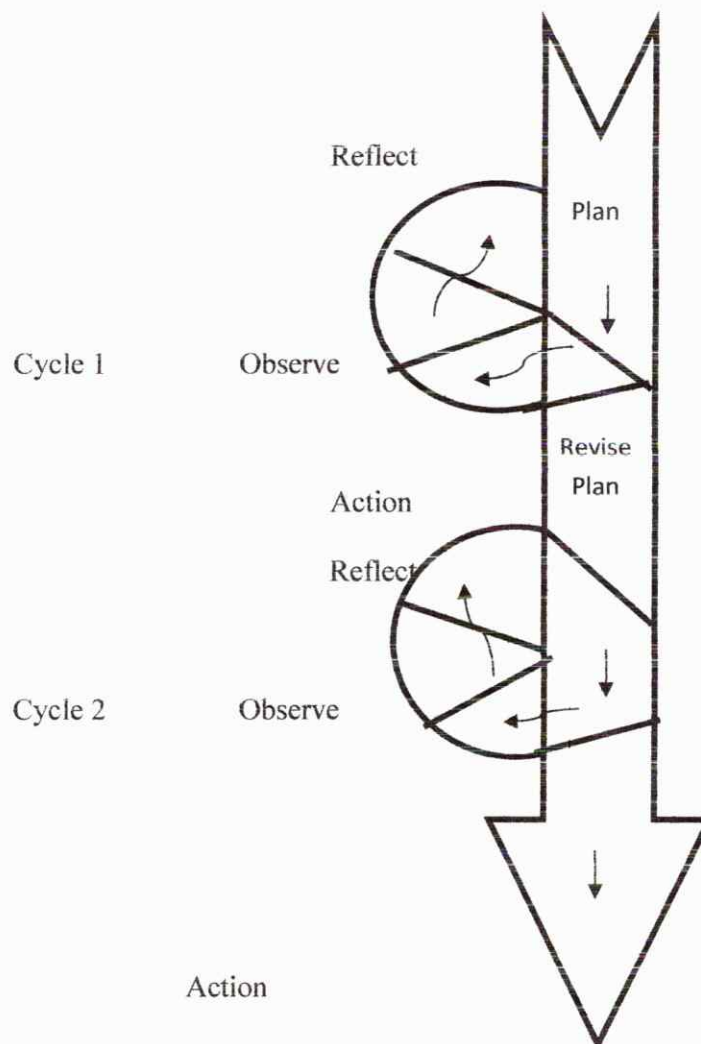
### **3. Classroom Action Research Design**

Kemmis and Mc Taggart design states that one circle in the classroom action research consists of four steps. Those are: Planning, Action, Observing and Reflecting. The figure can be seen below:

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<sup>15</sup>David Kember, *Action Learning and Research* (London: Kogan Page Limited, 200) p. 23-24

### Action Research Cycle



### Kemmis and Mc Taggart Action Research Design<sup>16</sup>

#### F. Grammar Mastery

Simple present tense is identical to the base of verb (except in the case of "be") and adds -s for the third person singular (also called

<sup>16</sup>Rochiati Wiratmaja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT. RemajaRosdakarya, 2006), pg.66



present (tense) simply).<sup>17</sup> The verb in simple present tense must be added –s or –es when the subject is a third person singular such as he, she and it. For example, I know or he knows.

The simple present tense has the same form as the infinitive but adds an –s for third person singular. Also for the first and the second singular person and for the plural is without –s. on the other source that for 3<sup>rd</sup> person singular (he, she, and it), we add –s to the main verb or –es to the auxiliary.<sup>18</sup>

a. Affirmative statement

**S + v1 + s/ es + ....**

For example:

- I kiss my mom every day.
- You kiss your mom every day.
- We kiss our mom every morning.
- They kiss their mom every day.
- He kisses his mom every day.
- She kisses her mom every day.

In the present form “to be” three forms: is, am, and are. To make an affirmative statement with be, after subject put the appropriate be (am, is, are) to the subject then followed by adjective/

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<sup>17</sup> Sylvia Chalker, dictionary of English grammar, (new york: oxford university press, 1998).

<sup>18</sup> A.J. Thomas and A. V. Martinet, A practical English Grammar, 4<sup>th</sup> edition (new york: oxford university press, 1986), pg. 150

adverb of place/ noun phrase. In affirmative statement, subject and be can be contracted, such I'm a lawyer (I am a lawyer), he's busy (he is busy), we're hungry (we are hungry).

The form of affirmative statement with be, use this formula:

**S + be (am, is, are) + adjective/ adverb of place/ noun**

b. Negative statement

Negative statement in the simple present tense is formed by adding do not does not before the simple form of the verb. And here is the pattern or negative sentence in simple present:

**S + do not/ does not + V1 + ...**

For example:

- I do not kiss my mom every morning
- You do not kiss your mom every morning
- We do not kiss our mom every morning
- They do not kiss their mom every morning
- He does not kiss his mom every morning
- She does not kiss her mom every morning

The negative sentence in 'to be' is formed by adding 'not' after 'to be'.

For example:

He is a doctor

he is not a doctor

They are in the class

they are not in the class

**S + be (am, is, are) + not + adjective/ adverb or place/ noun**

c. Interrogative statement

The interrogative form is also using auxiliary do and does. The auxiliary is placed before the subject, here is the pattern of interrogative sentence in simple present tense:

Do/ Does + S + VI + .... ?

For example:

- Do you late every day?
- Do they come late every day?
- Does she come late every day?
- Does he come from late every day?

The interrogative sentence in 'to be' is formed by placing 'to be' before the subject of the sentence.

For example:

He is from Australia?

Is he from Australia?

They are in the office.

Are they in the office?

Short answer to question is made with the following pattern:

- **Yes + Subject + pronoun + to be      for positive**
- **No + Subject + pronoun + to be not      for negative**

For example:

Is he from Australia?      Yes, he is      No, he is not

d. Negative Interrogative Statement

The form negative “do not/ does not” is contracted in the negative interrogative into do not / does not and here the pattern of interrogative sentence in simple present tense.

**Do not / does not + Subject + V1 + ..... ?**

For example:

- Do not you listen radio every night?
- Does not you listen radio every night?

e. The function of simple present tense

The simple present tense function is:

- a. Express general truths
- b. Express and habitual action
- c. Express command or request