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USING STAD TO TEACH LISTENING NARRATIVE TEXT IN EFL CLASSROOM AT SMKN GUDO JOMBANG

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Abstract

The purpose of this study was to find out whether there were differences between classes taught by the STAD method and conventional methods. The research design used a quasi-experimental static group comparison, with post-test design. This research conducted at SMK Negeri Gudo. The population in this study amounted to 300 students divided into 10 classes and the number of samples taken was 2 classes. The experimental class is class X TKJ1 and the control class is class X TKJ 2. The total sample is 63 students with 31 students in the experimental group and 32 students in the control group. Both classes were taught for 4 meetings with the STAD method in the experimental class and the conventional method in the control class. The results showed that there were differences post-test result in the experimental class and the control class. In testing the research hypothesis, the Mann-WhitneyU nonparametric test was used. The Mann-WhitneyU test results show the Asymp. Sig. (2-tailed) of .008 ($\alpha = 0.05$). It states that H_a is accepted and H_0 is rejected, indicating that There is a significant difference in academic achievement for listening skills between the students taught using STAD and the students taught using non-STAD teaching method.

Keyword: STAD, listening, narrative text

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat perbedaan antara kelas yang diajar dengan metode STAD dan metode konvensional. Desain penelitian yang digunakan adalah



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quasi eksperimen static group comparation, dengan desain post-test. Penelitian ini dilakukan di SMK Negeri Gudo. Populasi dalam penelitian ini berjumlah 300 siswa yang terbagi dalam 10 kelas dan jumlah sampel yang diambil sebanyak 2 kelas. Kelas eksperimen adalah kelas X TKJ1 dan kelas kontrol adalah kelas X TKJ 2. Jumlah sampel sebanyak 63 siswa dengan rincian 31 siswa pada kelompok eksperimen dan 32 siswa pada kelompok kontrol. Kedua kelas diajar selama 4 kali pertemuan dengan metode STAD pada kelas eksperimen dan metode konvensional pada kelas kontrol. Hasil penelitian menunjukkan bahwa terdapat perbedaan hasil postes pada kelas eksperimen dan kelas kontrol. Dalam menguji hipotesis penelitian digunakan uji nonparametrik Mann-WhitneyU. Hasil tes Mann-WhitneyU menunjukkan Asymp. tanda tangan. (2-tailed) sebesar 0,008 ($\alpha = 0,05$). Hal ini menyatakan bahwa H_a diterima dan H_0 ditolak, yang menunjukkan bahwa “Terdapat perbedaan yang signifikan dalam prestasi akademik keterampilan mendengarkan antara siswa yang diajar menggunakan STAD dan siswa yang diajar menggunakan metode pengajaran non-STAD”.

Kata kunci: STAD, listening, narrative text

Introduction

As an international language, the use and mastery of English for someone will certainly make their life easier, especially in the current era of globalization. As a country that is not an active user of English, it is certainly a challenge for Indonesia in dealing with the times or the era of globalization. Indonesia since the K13 curriculum towards KurikulumMerdeka has implemented English material in various forms and adjusted the level of student education.

Kurikulum Merdeka was formed as part of the recovery of the world of education which was disrupted due to the COVID-19 pandemic (Nugraha, 2022). In Kurikulum Merdeka English material is presented in various forms of text. The use of appropriate learning methods will place students in ideal learning conditions and will not make them bored. Considering that English is not the native language of Indonesia, teaching English will certainly be a challenge for teachers. Thus, teachers must be careful and wise in choosing the method they will use and this is one of the factors that determine the final learning outcomes that are positive and efficient or negative and lacking in the expected academic achievements.

The method that good proven is the cooperative learning method. According to a study conducted by (Van Ryzin, Roseth, & Bigland, 2020) revealed that cooperative learning plays an important role in the world of education where cooperative learning is positively able to build social skills and student

learning outcomes. In addition to research in Spain by (Torrego-Seijo, Caballero-Garcia, & Lorenzo-Llamas, 2020) revealed that cooperative learning is able to make mathematics learning outcomes better and also improve learning outcomes for language learning. Thus, the teacher's consideration of implementing a cooperative learning system in English subjects needs to be carried out because it has been proven to have a positive impact and supported by studies that have been conducted.

There are many cooperative learning methods in the world of education and one of them is STAD which stands for Student Team Achievement and Division. STAD is a cooperative learning method that has been proven to be able to improve student learning experiences such as academic improvement, build self-confidence through social interaction, and motivate students to improve grades. Robert Slavin in (Kagan & Kagan, 2009) Dividing the STAD instruments into five instruments. The first is a class presentation, where each group listens to the material presented by the teacher in front of the class. Each group is responsible for whether its members understand the material or not. Each group member helps members who do not understand the material well. Second, teamwork, is a process in which each group works on assignments given by the teacher. Groups can assign different tasks to their members. Third, quiz, where each individual takes a quiz containing questions about the material that has been presented. Quiz is done to measure how well students understand the material and the group work that has been done. Fourth, individual improvement scores, which are bonuses given for quiz scores. Individual improvement scores are expected to increase student motivation to make their scores higher by being more active in learning the material. Fifth, team recognition, which is an award given to the best group and the best students. Its function is also the same as the individual improvement score, which is to provide motivation to study harder. Groups and students who get awards can keep their positions. Meanwhile, groups and students who have not received an award can improve their ability to seize positions and win awards.

During the assignment given by the researchers during his internship at SMKN Gudo, the researchers found many complaints from students who stated that they experienced problems in learning English. They experience learning English, the main thing is listening. In giving assignments in the form of listening tests, students doubted the correctness of their own answers and eventually formed working groups even though they were not asked by the researchers. In dealing with the semester exams that were conducted, many students who were in English subject got low scores. Even to understand English sentences which

are quite simple, there are still many students who don't really understand. When giving assignments in the form of English listening skill tests, many students get grades that are academically unsatisfactory. So that the listening aspect needs special attention.

As we know, as an international language, English makes it possible to have an influence in the world of work. Studies conducted by Singh & Harun, (2020) revealed that the use of English is quite important in the world of work and this language has a lot of involvement in various work assignments. So this makes the inability to master English, can cause problems in the world of work later. This raises its own problems and is a challenge that must be carried out by educators for their students who will go into the world of careers in the future. Brown (2003) revealed that listening skills are needed and appear more in various areas of life starting from the workplace, educational institutions, and the home environment compared to speaking. In listening, there are abilities that must be mastered, namely micro listening skills and macro listening skills. With a lack of listening skills in English, it is possible for someone to experience obstacles in the career world they are going to aim for.

The thing that underlies why the researchers tried to test the effectiveness of STAD was because in carrying out assignments, students tended to cooperate even though the researchers who was undergoing an educational internship at the time did not ask for it. Also STAD was chosen by researchers because (Barus, Herman, & Niswa, 2020) revealed that STAD was able to show significant improvements in students' writing skills which in turn also had a correlation with improvements in English listening skills. Research from China by (Zhang, Nair, & Wider, 2022) revealed that STAD was able to provide satisfactory learning outcomes. STAD allows students to work together to solve a given problem. In addition, STAD is also able to improve English language skills, this is based on students' motivation to improve their ability to understand the material (Albiansyah & Hardiyanti, 2020). Thus, STAD was chosen because groups of students during the research internship tended to do group work and it was proven by previous studies which said that STAD was able to have a positive impact on English proficiency.

With this, the researcher tries to examine the relationship between STAD and students' abilities. This research will focus specifically on students' listening skills. The material for this study is narrative text which will be delivered in audio form. The researchers chose the form of narrative text material, this is because in Kurikulum Merdeka, narrative text material in English is also discussed and becomes one of the teaching materials. The study was conducted in grade X,

because those who were known to have problems in terms of English learning were encountered by researchers during the internship.

On the other hand, STAD in listening learning is still rarely done. While reviewing a number of research journals, researchers found that more STAD were studied in aspects of reading and writing. But it is still rarely used for the listening aspect. In addition, researchers still find information that is quite limited in discussing micro and macro skills in listening. With this research, the researchers hope to be able to contribute to filling the gaps in previous research. In this study, researchers tried to measure and test STAD on students' listening skills complete with the accompanying micro and macro skills. In addition, the quiz session will use a technological approach, where researchers will use the Microsoft Assessment Form. The use of the Microsoft Form Assessment is carried out as a form of time efficiency and adaptation of technological developments. Thus based on the considerations, the researchers proposed a research hypothesis with:

- A. Ha: There is a significant difference in academic achievement for listening skills between the students taught using STAD and the students taught using non-STAD teaching method.
- B. H0: There is no significant difference in academic achievement for listening skills between the students taught using STAD and the students taught using non-STAD teaching method.

Research Methods

Research Design

The method in this study was to use a quasi-experimental static group comparison design. The quasi-experimental static group comparison research scheme used in this study is as follows:

Table 1. Research Design Scheme

Group	Experiment	Post-test
Experimental	X	O
Control		O

Quasi-experimental statistical group comparison is a form of research in which the researchers does not carry out the pre-test and only relies on the post-test conducted at the end of the study to find out the significance (Choueiry, 2021). The experimental group will receive treatment in the form of applying the

STAD learning method. Whereas in the control group, they did not receive STAD treatment but received treatment in the form of conventional teaching. Researchers cannot use a true experimental design because the research location does not allow random sampling techniques to be carried out. In addition, the selection of methods is also based on limited resources owned by researchers. Due to limited research time, researchers only have resources that allow them to carry out post-tests only. Even so, research is carried out with caution and considering many things related to the subject and research activities.

Research Sample

The place where this research was conducted is at SMKN Gudo at Jln. Pawiyatan No 06, Kec. Gudo, KabJombang, Jawa Timur 61463. For the class, the research was conducted in grade X. Class X consists of 10 classes consisting of X TKJ 1, X TKJ 2, X TKJ 3, X TKJ 4, X DKV, X DPB 1, X DPB 2, X LPB 1, X LPB 2, and X TOT. Each class consists of 30 students and thus the total population in this study is 300 students. In this study, researchers used a sampling technique, namely purposive sampling. Purposive sampling itself is a form of sampling that is carried out by considering certain factors (Susanti, 2019). Factors that are considered by researchers are academic abilities. Researchers focused on classes that had less academic achievement. The researchers, therefore, chose class X TKJ 1 as the experimental group and class X TKJ 2 as the control group. The number of subjects or students in the experimental group on X TKJ 1 amounted to 31 students. While in the control group in class X TKJ 2, there were 32 students. Thus, the sample in this study amounted to 63 students.

Instrument

The instrument in this study used a multiple-choice test with a total of 25 questions. The instrument uses Permendikbud No. 37 Th. 2018 as a form of blueprint through the syllabus provided by the school. Instruments are submitted in online form through the Microsoft Form Assessment. With a multiple-choice model equipped with YouTube audio about legends in Indonesia for students to listen to.

From the results of the instrument test using Pearson, the results obtained from 25 questions on the instrument tested, there were 16 valid questions and 9 invalid questions. Meanwhile, in the reliable Cronbach Alpha test, the instrument used obtained a significance value of .697 which indicated that the instrument used in the study was quite reliable.

Data Collection

Data were collected from class X TKJ 1 as the experimental group and X TKJ 2 as the control group through a post-test. Broadly speaking, there are two main activities in data collection.

1. Instrument Testing

This stage is the stage where the instrument is tested before being used. Instrument testing uses Pearson correlation analysis techniques and Alpha reliability analysis. The instrument test involved 30 students in class X TKJ3 and was given through the Microsoft Form Assessment.

2. Research Activities

In class X TKJ 1, researchers formed a STAD group since the first meeting. While in class X TKJ 2, researchers did not form any group learning and applied conventional learning. Both received the same number of meetings, both the experimental group and the control group, received 4 meetings and the same material. At the last meeting, both experimental and control classes will be given post-test instruments to find out the results of the treatment that has been done before.

It can be concluded that data collection activities include instrument testing, where validity and reliability data are taken and collected. Meanwhile, in research activities, data on treatment results are collected through instruments that have been developed previously with a post-test system where then analyzed further.

Data Analysis Technique

Statistical tests were performed with SPSS v27. The test sequence includes the classic assumption test of normality and homogeneity. After the classical assumption tests of normality and homogeneity have been completed, the last step is to interpret them in a statistical descriptive form.

1. Normality Test

The normality test in this study used the Shapiro-Wilk test. The use of the Shapiro-Wilk formula was carried out because the amount of data in the study was small, amount of 63 data.

Table 2. Normality Test

		Tests of Normality			Shapiro-Wilk		
		Statistic	Kolmogorov-Smirnov ^a		Statistic	f	
Post-test	Student Experimental Group		f	sig.		f	sig.
	Experimental Group	.230	1	.000	.912	1	.014
	Control Group	.221	2	.000	.920	2	.021

a. Lilliefors Significance Correction

From the results of the data normality test above, the Shapiro-Wilk value was .014 in the experimental group and .021 in the control group. Because to achieve data normality, the normality test requires a significance value above 0.05. Thus, the data in the experimental group and in the control group were not normally distributed.

2. Homogeneity Test

3. Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	3.053	1	61	.086
	Based on Median	2.677	1	61	.107
	Based on Median and with adjusted df	2.677	1	54.999	.108
	Based on trimmed mean	2.759	1	61	.102

The homogeneity test in this study used the Levene homogeneity test. Following are the results of Levene's homogeneity test:

From the analysis of the data using the Levene homogeneity test, a significance result of .086 was obtained. To achieve a level of homogeneity, the value of the data on the Levene test must reach a significance above 0.05. Thus, the results of the homogeneity test show that the data obtained in this study is homogeneous.

Results and Discussion

Result

The following results are the results of the average post-test scores in the experimental group and the control group which were carried out at the end of the meeting:

Table 4. Post-test Result Statistics Report

Student	N	Mean	Std. Deviation	Std. Error of Mean	% of Total N
Experimental Group	31	73.03	14.903	2.677	49.2%
Control Group	32	61.16	22.145	3.915	50.8%
Total	63	67.00	19.710	2.483	100.0%

From the descriptive statistics above, the experimental group obtained an average post-test score of 73.03. Whereas in the control group, the post-test average score was 61.16. Thus, the average value of the experimental group is greater than the control group. Furthermore, to determine the level of significance, the researchers need to test the hypothesis.

In the classic assumption test of the Shapiro-Wilk normality test and the Levene homogeneity test, the data results show that the data distribution is not normal and is homogeneous. This requires researchers to use a form of nonparametric test to obtain accurate results of hypothesis testing. To test the hypothesis, the researchers used the Mann-Whitney U nonparametric test. Using SPSS v27, the following are the results of the Mann-Whitney U nonparametric test:

Table 5. Mann-Whitney U Test Test Statistics^a

	Post-test
Mann-Whitney U	305.000
Wilcoxon W	833.000
Z	-2.648
Asymp. Sig. (2-tailed)	.008

a. Grouping Variable: Student

From the Mann-Whitney U analysis table above, the significance value obtained is .008. To reach a significant level, the Mann-Whitney U test requires a significance value of less than ($\alpha = 0.05$). From the results of the Mann-Whitney U calculation above, the researchers can reject H₀ and accept H_a which states that "There is a significant difference in academic achievement for listening skills between the students taught using STAD and the students taught using non-STAD teaching method".

Discussion

In this study, the experimental class at X TKJ 1 with a total of 31 students was taught using the STAD method from the first meeting to the last meeting. Whereas in the control group at X TKJ 2 with a total of 32 students, the class was taught by conventional methods and did not involve cooperative learning methods in any form. Both received the same material and the same number of meetings, that is 4 meetings. Both received a post-test at the last meeting. With an average value for the experimental group is 73.03 and the control group is 61.16. Based on statistical calculations, it was found that the researchers accepted H_a and rejected H_0 . Where the Mann-Whitney U significance value obtained was .008 which indicated that there was a significant difference between the group taught by the STAD method and the group not taught by the STAD method. This test examines the post-test comparison between the experimental group and the control group.

The positive impact of STAD is also proven by other studies. Research by (Marashi & Tabatabayi, 2019) shows that STAD is able to build academic ability in listening. Even though the groups are still homogeneous, STAD is able to effectively improve listening skills in English. Beside it, another study by (Ni'mah, Ismiatun, & Kurniasih, 2018) shows that STAD has a positive impact on the ability to listen to information conveyed in English. Subjects in their research were given audio-visual media in the form of advertisements, television shows, and podcasts. As a result, STAD significantly improves the subject's understanding of the information conveyed in the form of audio-visual media such as advertisements, television shows and podcasts.

It can be concluded that STAD is able to significantly influence students' listening skills in understanding information conveyed in English. The results of this study proved that there was a significant difference between the groups taught with STAD and those not taught with STAD. This is evidenced by the results of the Mann-Whitney U hypothesis test which shows a significance value below 0.05, that is .008. Apart from that, based on other research, STAD also has the same impact on students' listening skills for information conveyed in spoken form in English.

Conclusion

The study was held on two different classes that each acted as a control and experimental group. Class X TKJ 1 with 31 students, is an experimental

group. While class X TKJ 2, with a total of 32 students, is the control group. Students in the experimental group were taught with STAD and the control group was taught with conventional learning. Based on the analysis conducted by comparing the post-test results obtained by the experimental group with the control group, a significant difference was obtained.

In this study, the hypothesis test used the Mann-WhitneyU nonparametric hypothesis test. This is because the distribution of data according to the Shapiro-Wilk normality test is not normally distributed. The results of the Mann-WhitneyU test show a significance value of .008. This value indicates a significant difference in post-test results obtained between the experimental group and the control group. This suggests that the researchers can reject H₀ and accept H_a stating that "There is a significant difference in academic achievement for listening skills between the students taught using STAD and the students taught using non-STAD teaching method"

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