THE EFFECTIVENESS OF STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) METHOD TO TEACH VOCABULARY VIEWED FROM STUDENTS’ ENGLISH LEARNING INTEREST
(An Experimental Study at the First Semester Students of Peskam STAIN Samarinda in the Academic Year of 2011/2012)

THESIS

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Submitted as a Partial Fulfillment of the Requirements for the Graduate Degree in English Education

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SURAKARTA
2012
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled: *the Effectiveness of Student Teams-Achievement Divisions (STAD) Method to teach vocabulary viewed from Students English Learning Interest* (An Experimental Study at the First Semester Students of Peskam STAIN Samarinda in the Academic year of 2011/2012). It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If, then, this pronouncement proves wrong, I’m ready to accept any acidic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, March 2012

Sunarti
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<table>
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<th>Description</th>
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<tbody>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>GTM</td>
<td>Grammar Translation Method</td>
</tr>
<tr>
<td>HI</td>
<td>High Interest</td>
</tr>
<tr>
<td>LI</td>
<td>Low Interest</td>
</tr>
<tr>
<td>Peskam</td>
<td>Pesantren Kampus</td>
</tr>
<tr>
<td>STAD</td>
<td>Student Teams-Achievement Divisions</td>
</tr>
<tr>
<td>STAIN</td>
<td>Sekolah Tinggi Agama Islam Negeri</td>
</tr>
</tbody>
</table>

*commit to user*
ABSTRACT

Sunarti, S891008088. 2010. The Effectiveness of Student Teams-Achievement Divisions (STAD) Method to Teach Vocabulary Viewed from Students’ English Learning Interest (An Experimental Study at the First Semester Students of Peskam STAIN Samarinda in the Academic year of 2011/2012). First Consultant: Dr. Ngadiso, M.Pd; Second Consultant: Dr. Abdul Asib, M.Pd. A thesis: English Education Department, Graduate School, Sebelas Maret University of Surakarta. 2012.

The main objectives of the research are to find out: (1) whether STAD method is more effective than grammar-translation method to teach vocabulary; (2) whether the students who have high learning interest have better vocabulary mastery than those who have low learning interest; and (3) whether there is an interaction between teaching methods and students’ learning interest.

Kind of this research was experimental research. This research was carried out at Peskam STAIN Samarinda in the academic year of 2011/2012. The population of the research is the first semester of Peskam Students at STAIN Samarinda in the academic year of 2011/2012. The samples were two classes. In taking the sample, cluster random sampling technique was used. Each class was divided into two groups (the students who have high and low learning interest). Then, the techniques which were used to collect the data were questionnaire and vocabulary test. The two instruments were tried out to get valid and reliable items. The data were analyzed by using multifactor analysis of ANOVA 2x2 and Tuckey test.

Based on the results of the analysis, there are some research findings that can be taken: (1) STAD method is significantly different from GTM method to teach vocabulary because \( F_0 \) is higher than \( F_t \) and \( q_o \) between columns \( C_1 \) and \( C_2 \) is higher than \( q_t \). STAD method is more effective than GTM to teach vocabulary because the mean of \( C_1 \) is higher than \( C_2 \); (2) the vocabulary mastery of the students who have high learning interest is significantly different from that of those who have low learning interest because \( F_0 \) is higher than \( F_t \) and \( q_o \) between rows \( R_1 \) and \( R_2 \) is higher than \( q_t \) and the students who have high learning interest have better vocabulary mastery than those who have low learning interest because the mean of \( R_1 \) is higher \( R_2 \); and (3) there is an interaction between teaching methods and learning interest for teaching vocabulary because \( F_0 \) is higher than \( F_t \): (a) for the students who have high learning interest, STAD method is significantly different from GTM method to teach vocabulary because \( q_o \) between cells \( A_1B_1 \) and \( A_2B_1 \) is higher than \( q_t \). STAD method is more effective than GTM method to teach Vocabulary because the mean \( A_1B_1 \) is higher than \( A_2B_1 \), and (b) for the students who have low learning interest, GTM method is significantly different from STAD method to teach vocabulary because \( q_o \) between cells \( A_2B_2 \) and \( A_1B_2 \) is higher than \( q_t \) and GTM method is more effective than STAD method to teach vocabulary because the mean of \( A_2B_2 \) is higher than \( A_1B_2 \).

The research finding are: (1) STAD is more effective than GTM for teaching vocabulary; (2) The students having high learning interest have better vocabulary mastery than the students having low learning interest; (3) There is an interaction effect between methods and students’ learning interest for teaching vocabulary. STAD is suitable for students having high learning interest and GTM is suitable for students having low learning interest. It is important for English teacher to select the method which is suitable for students who have high or low learning interest in English lesson.
ABSTRAK


Penelitian ini bertujuan untuk mengetahui: (1) apakah metode STAD lebih efektif daripada grammar-translation method dalam pengajaran vocabulary; (2) apakah siswa yang mempunyai tingkat minat belajar tinggi menghasilkan prestasi kosakata yang lebih baik daripada siswa yang memiliki tingkat minat belajar rendah; dan (3) apakah ada interaksi antara metode pembelajaran dan tingkat minat belajar siswa dalam pengajaran kosakata.


Berdasar hasil analisis terdapat beberapa temuan yang diperoleh: (1) metode pengajaran STAD berbeda secara signifikan dari metode GTM pada pengajaran kosakata karena F₀ lebih tinggi daripada F₁ dan q₀ antara kolom (C₁ dan C₂) lebih tinggi daripada q₁, metode STAD lebih efektif daripada GTM pada pengajaran kosakata karena nilai dari C₁ lebih tinggi daripada C₂; (2) Penguasaan kosakata siswa yang mempunyai tingkat minat belajar tinggi berbeda signifikan dengan siswa yang memiliki tingkat minat belajar rendah karena F₀, lebih tinggi daripada F₁ dan q₀ antara baris (R₁ dan R₂) lebih tinggi daripada q₁ dan siswa yang memiliki minat belajar tinggi memiliki penguasaan kosakata yang lebih baik daripada siswa yang memiliki minat belajar rendah karena nilai mean dari R₁ lebih tinggi daripada R₂; dan (3) ada interaksi antara metode pembelajaran dan tingkat minat belajar siswa dalam pengajaran kosakata karena F₀ is higher than F₁: (a) siswa yang memiliki minat belajar tinggi, metode STAD berbeda signifikan dengan metode GTM pada pengajaran kosakata karena q₀ antar sel (A₁B₁ dan A₂B₁) lebih tinggi daripada q₁. Metode STAD lebih efektif daripada metode GTM untuk pengajaran kosakata karena nilai mean A₁B₁ berbeda signifikan dengan A₂B₁, dan (b) siswa yang memiliki minat belajar rendah, metode GTM berbeda signifikan dengan metode STAD untuk mengajar kosakata karena q₀ antar sel (A₂B₂ dan A₁B₂) lebih tinggi daripada q₁ dan metode GTM lebih efektif daripada metode STAD untuk mengajar kosakata karena nilai mean dari A₂B₂ lebih tinggi daripada A₁B₂.

Berdasar penemuan penelitian dapat disimpulkan bahwa: (1) metode STAD lebih efektif daripada metode GTM untuk mengajar kosakata; (2) siswa yang memiliki minat
belajar tinggi memiliki penguasaan kosakata yang lebih baik daripada siswa yang memiliki minat belajar rendah; (3) ada dampak interaksi antara metode-metode dan minat belajar siswa dalam pengajaran kosakata. STAD cocok untuk siswa yang memiliki minat belajar tinggi dan metode GTM cocok untuk siswa yang memiliki minat belajar rendah. Penting bagi guru untuk memilih metode yang sesuai bagi siswa yang memiliki minat belajar tinggi maupun siswa yang memiliki minat belajar rendah pada pembelajaran bahasa inggris.
CHAPTER I
INTRODUCTION

A. Background of the Study

The process and the way that we go through in learning and using the target language usually take hard effort especially in learning a foreign language. This is because a foreign language is different from a mother language. The differences can be in the rules of the sounds system (phonology), the word formation (morphology), the word structures (syntax), the words’ meaning (semantic), and the social context (sociolinguistic). These can cause problems in learning a foreign language. However, teachers of a foreign language should always motivate their students to keep practicing using the language. They should use many methods which can interest their students in using the target language in classroom communication.

Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try to send messages, share information, and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language. The more vocabulary students know, the better they are able to communicate. A large vocabulary opens students up to a wider range of reading materials. A rich vocabulary also improves students’ ability to communicate through speaking, listening, and writing.
Words are the tools we use to access the knowledge, express ideas, and learn about new concepts. Students’ word knowledge is linked strongly to academic success. Students are expected to be able to access their background, express ideas and learn new concepts with appropriate words selection. In this case, the students must be able to define a word, recognize when to use that word, understand its multiple meanings, decode word parts, and pronounce or spell that word.

According to McKeown (1993: 12) students have three main sources of information about words: dictionaries, word parts, and context. All of these are important, but each is also problematic: (1) Dictionaries: Although dictionary use is a main feature of most vocabulary instruction, many students do not receive the kind of instruction they need to learn how to use a dictionary effectively. Traditional instruction in dictionary use focuses on having students look up words and use information from the definitions they find to write sentences. This kind of instruction appears to produce only a superficial understanding and rapid forgetting of a word; (2) Word parts: Students’ ability to use word parts; prefixes, suffixes, and roots to interpret new words can contribute greatly to their vocabulary growth. Nevertheless, word parts are not a completely reliable source of information about word meanings; (3) Context: Students can acquire a great deal of vocabulary knowledge as they pick up the meanings of words from context as they read widely in appropriately challenging texts.

Based on the observation at STAIN Samarinda for the first semester of Peskam students, the writer knows that students’ vocabulary mastery is low. Most
students are still afraid and assume that English is difficult especially in mastering new vocabulary such as mastering some aspects of lexis, apply them in the context of sentence, spell those words and the way of pronouncing them. Those are caused by some factors including lack of vocabulary input, lack of language practice, and the strategies applied do not seem to be effective and give much contribution in developing the student’s vocabulary mastery and arising students’ learning interest. They depend only on the teacher. Further, it has made the students feel bored and under pressure. By this condition, the class won’t run effectively. So it is rather difficult for students to understand the context of sentence, vocabulary and expression, students tend to memorize the words but fail in applying and understanding in a context of sentence. They often forget easily new vocabularies after they get the meaning from dictionaries. Sometimes in speaking classes, students cannot speak fluently because they lack of vocabularies. They say only a few sentences because they cannot find the appropriate vocabularies to be used in expressing their ideas. The same problem is found in writing classes that students cannot write essays easily because they lack of vocabularies. Even though they have already learned the strategies or techniques in writing essays, still they find difficulties in constructing sentences.

Consequently, the lack of vocabulary mastery becomes obstacle for students during the vocabulary class. Automatically, it effects to the teaching learning process, most of students tend to be lazy when they are going to have the vocabulary class. The students tend to have low interest in learning vocabulary because of some factors. They are: (1) the class is dominated by the teacher; (2)
the students do not have opportunity to develop their vocabulary skill; and (3) the teacher’s style in teaching is monotonous. The teacher likes to ask the meaning of something to the students by opening a dictionary, sometimes she likes to translate a word or a sentence in teaching learning process. Those activities make them bored during the class. This strategy makes the students have low interest toward learning process. For the low interest students, they are not busy to answer the teacher question because the teacher translates the words or sentences into Indonesia while the high-interest students feel that the class does not invite them to learn during the vocabulary class. By the above condition, the high interest students feel that they get nothing in vocabulary class, because the teaching strategy doesn’t challenge them to involve in learning process.

For those reasons, it needs a good method in purpose to motivate students’ interest in improving their lack of vocabulary and how to make words memorable and develop easily. One way that many teachers believe that helps students improve their vocabulary mastery is cooperative learning. Cooperative learning provides ways for students to interact. As the students interact, they have opportunities to communicate and work in team on problems and projects that assure both positive interdependence and individual accountability. Positive interdependence here means students interact to help each other accomplish the task and promote each other success, while individual accountability means each member contributing to the group’s work.

According to Sadtono (1997: 163), students verify the positive effects of the cooperative learning. Students report that their self-confidence and motivation
are improved along with their academic achievement. Additionally, students believe that cooperative learning improves their relationships with other students. Student can share what they have had and get something new from their group environment.

In the research field, the writer will apply STAD method. STAD is the simplest of all cooperative learning methods. For that reason, the writer chooses it as a starting point of applying cooperative learning in the research. STAD consists of five major components – class presentations, teams, quizzer, individual improvement scores, and team recognitions. Related to the research that will be conducted, it is known that the aspects of vocabulary are: (1) meaning; (2) pronunciation; (3) spelling; and (4) the use of words. Hopefully through group learning students are able to share knowledge about new English words related to those aspects, and discuss one another to explain unknown items.

In STAD method, students work on worksheet in their teams to master the material and to help the teammates master the material. Each member is responsible to group success. Implementation of STAD method itself in vocabulary teaching and learning related to the aspects: meaning, the use of words, pronunciation, and spelling, can be very helpful. In that case, the students can share with teammates about the meaning of words based on their experience on those words, assist each other in mastering them and discuss the other words associating them. The students are also able to apply the words based on their functions. Each student helps one another to refine their understanding of the words by asking them to group related words together (feature analysis), and in
group learning they learn together about the correct spelling and pronunciation of those words. They help each other and share knowledge in mastering the materials, and try to remember details together. As Moras (2011: 12) said working in groups help fostering learning independence, and especially in vocabulary work, learners can share knowledge, ask others to explain unknown items. However, in mastering those materials, students have two responsibilities: (1) learn the assigned material together; (2) ensure that all members of the group learn the assigned material. So, students realize they must pay attention during the class presentation, because doing so will help them do well on quizzes, and their individual quiz scores determine their team scores. So it is said that the success of all members in mastering the learning materials is the responsibility of the group. Additionally, the strategies and techniques used for teaching vocabulary by using STAD method should cover the group learning process to achieve the goal.

Nearly many teachers usually use the Grammar-Translation Method in teaching English, especially in teaching vocabulary. The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries and in some respects continues to be influential in FLT up to this day. Proponents of this method believe that learning a foreign language is achieved through the constant and fast translation of sentences from the target language into the learner’s first language and vice versa. Correct translations of written texts require: (1) knowledge of a vast amount of vocabulary; and (2) knowledge of rules of grammar which allow learners to analyze and understand the construction of
target language sentences, thus preventing their misinterpretation. Word by word translations was popular because by those activities, the students could demonstrate that they understand the grammatical construction underlying a specific sentence.

Interest is the most important source of activities or experiences, because they represent the learners’ tendencies so that their attention will be focused in certain things. The learners will always repeat the activities because they do things with satisfaction and pleasure. So if a learner has positive interest in learning English, they will behave positively toward English. Considering such condition, the learners who are interested in English, will automatically use English in their lives, will simultaneously memorize words, utter the pronunciation, speak something in English, listen to English program on TV or radio, will enjoy singing or listening English songs, imitate their intonation and rhythm, idiomatic, expressions, etc.

In addition, the learners will be interested in English when the learning activities or methods which teacher applies are interesting and challenging. The students of Peskam STAIN need appropriate methods and special involvement to make them interested in learning English especially vocabulary.

Based on the explanation above, the researcher is interested in conducting experimental research entitled: “The Effectiveness of Student Teams-Achievement Divisions (STAD) to Teach Vocabulary Viewed from Students’ English Learning Interest at the First Semester Students of Peskam STAIN Samarinda in the Academic Year of 2011/2012”.
B. Problem Identification

Based on the description above, the researcher can identify the problems of this research. There are several problems as follows:

1. Do the students have low interest to learn vocabulary?
2. Do they believe that vocabulary is very difficult to study?
3. Is vocabulary a complicated language according to the students of Peskam STAIN Samarinda?
4. Are the students interested in taking part in vocabulary class activity?
5. Does the teacher dominate the learning activity?
6. Which technique is most suitable for the first year students of Peskam STAIN who have low interest and high interest in learning English, STAD or Grammar Translation Method?
7. Does method influence the students’ learning interest?

C. Problem Limitation

This research is intended to know: The Effectiveness of Student Teams-Achievement Divisions (STAD) in cooperative learning technique to teach vocabulary viewed from students’ interest in learning English. Furthermore, the researcher limits only to know the significant difference from the students’ mastery of vocabulary between those who are taught by using STAD in cooperative learning and those who are taught by using Grammar Translation Method viewed from their learning interest in English.
D. Problem Statements

The statements of the problem are formulated as follows:

1. Is Student Teams-Achievement Divisions (STAD) method more effective than Grammar Translation Method to teach vocabulary at the First Semester Students of Peskam STAIN Samarinda in the Academic year of 2011/2012?

2. Do the students who have high learning interest have better vocabulary mastery than those who have low learning interest at the First Semester Students of Peskam STAIN Samarinda in the Academic year of 2011/2012?

3. Is there any interaction between teaching methods and students’ learning interest to teach vocabulary at the First Semester Students of Peskam STAIN Samarinda in the Academic year of 2011/2012?

E. Objectives of the Study

Based on the problem statements above, the objectives of the study are as follows:

1. To know if STAD is more effective than Grammar Translation Method to teach vocabulary at the First Semester Students of Peskam STAIN Samarinda in the Academic year of 2011/2012.

2. To know if students having high learning interest have better vocabulary mastery than those having low learning interest at the First Semester
Students of Peskam STAIN Samarinda in the Academic year of 2011/2012.

3. To know if there is an interaction between teaching methods and learning interest on the vocabulary mastery for the first semester students of Peskam STAIN Samarinda in the academic year of 2011/2012.

F. Benefits of the Study

The finding of this research is expected to give valuable contribution to the researcher, another researcher, teacher, students, and the institution itself.

For the students, this research finding will improve students’ vocabulary skill. Moreover, the students will get improvement on all aspects of English skill which depends upon their vocabulary competence.

Furthermore, for the other teacher and researcher herself, they can choose suitable technique or suitable method for the vocabulary teaching learning activities to the students who have high learning interest and low learning interest toward English learning. The teacher can encourage the students who have low learning interest to enrich their vocabulary skill as an important aspect in learning a foreign language, besides encouraging the students who have high learning interest in learning English.

For the other researchers, the result of the study is not only used as a reference for conducting further relevant research but also to help other researchers in developing teaching vocabulary. Additionally, it is hoped that the data can open other researchers’ mind in completing vocabulary field research.
For the institution itself, it will be beneficial for school in giving beneficial contribution of the improvement of the quality of the education in the school, especially in selecting method that is used to teach English especially vocabulary for the students in their institution. If the school has a good quality in teaching process that can be seen from its students’ achievement in learning English, of course the society will trust and believe it and they will be motivated to register their children to the school.
CHAPTER II

REVIEW OF RELATED LITERATURES

A. The Definition of Vocabulary

According to Ur (1996: 60) vocabulary can be defined roughly as the words we teach in foreign language. However, a new item of vocabulary may be more than a single word: like “post office” which is made of two word “post” which means a place or station and “office” which means agency or organization but expresses a single idea that is “kantor pos”. It means that every new word in foreign language taught by the teacher is used for the students’ daily conversation based on their level.

The next definition is stated by Lado (1964: 114) that there are various definitions of word; chiefly its words have a form or expression, which is associated with a content or meaning. The form may appear in more than one shape like “will” become “‘ll” which is expressed in phonemes. The meaning or content is found in the culture, while the unit of expression and content can be found in certain position and situations and not in others.

Hornby (1994: 1425) states that vocabulary is total number of words that make up a language. Ricards (2001: 4) adds that vocabulary is one of the most recognized components of language. Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the student, lexical forms are seen in their central role in contextualized, meaningful language.
From the definition above, it can be inferred that vocabulary is a word or more which expresses the meaning or idea to construct sentences for communication.

1. Types of Vocabulary

In teaching vocabulary it is better to know the types of vocabulary first to determine which the students need to learn based on their stage. Thorndike and Lorge (1990: 18) state that there are four types of vocabulary as shown in the table below:

Table 2.1  Types of vocabulary, their features, and the implications for teaching and learning.

<table>
<thead>
<tr>
<th>Types of Vocabulary</th>
<th>Number of Words</th>
<th>Frequency</th>
<th>Coverage of Text</th>
<th>Origins</th>
<th>Implications for teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-frequency words</td>
<td>2,000</td>
<td>Occur frequently in all kinds of texts</td>
<td>About 87% of the running words in a text</td>
<td>About half are from Latin, French, or Greek</td>
<td>Spend a lot of time on these words. Make sure they are learned.</td>
</tr>
<tr>
<td>Academic vocabulary</td>
<td>800</td>
<td>Occur frequently in most kinds texts</td>
<td>About 8% of the running words in academic texts</td>
<td>About 3% are from Latin, French, or Greek</td>
<td>If learners are in upper secondary school or in tertiary education, spend a lot of time on these words. Make sure they are learned.</td>
</tr>
<tr>
<td>Technical vocabulary</td>
<td>About 1,000 to 2,000 for each subject</td>
<td>Occur, sometimes frequently in specialized texts</td>
<td>About 3% of the running words in a specialized text</td>
<td>About two thirds are from Latin, French, or Greek</td>
<td>Learning the subject involves learning the vocabulary. Subject teachers can deal with vocabulary, but the English teacher can help with learning strategies.</td>
</tr>
<tr>
<td>Low-frequency words</td>
<td>About 123,000</td>
<td>Do not occur very frequently</td>
<td>About 2% or more of the words in any text</td>
<td>Teach strategies for dealing with these words. The words themselves do not deserve teaching time.</td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, teacher needs to decide which of the groups contains the words that the learners need. This is an important decision because it will affect the amount of learning expected, and it will affect the type of learning, receptive or productive.

Furthermore, Pikulski and Templeton in http://www.eduplace.com/state/author/pik_temp.pdf state that in deciding which words to teach, it is helpful to think about “levels” of vocabulary, which is similar to what Beck, et al. (2002) refer to as “tiers” of vocabulary.

Table 2.2 Level of Vocabulary

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>These are words that are used over and over in everyday speech. Since they are so frequently used in a variety of contexts, virtually all children learn them. Some examples of these words would be house, girl, cat, up, umbrella, etc. Level I words are sometimes referred to as “conversational speech.” Children who are learning English as a second language will sometimes make progress with this level of vocabulary but have difficulty making progress with words at levels beyond this one.</td>
</tr>
<tr>
<td>Level 2</td>
<td>These are words that are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as “academic vocabulary,” and as “instructional vocabulary.” They are words that are necessary for general success in school. Words such as perspective, generate, initiate, intermediate, calculation, etc. are possible examples.</td>
</tr>
<tr>
<td>Level 3</td>
<td>These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field. Examples of Level III words from the field of reading instruction include the terms digraph, diphthong, schwa, metacomprehension, etc. As one might expect, some words such as calculation might be classified as either a Level II or Level III word or both.</td>
</tr>
<tr>
<td>Level 4</td>
<td>These are words that are interesting but so rare and esoteric that they are probably not useful even in most educational environments, and they are not associated with a field of study or profession. Examples are words that were but no longer are used: majuscule (a capital letter), xanthodont (one who has yellow teeth like a rodent), noctuary (an account of what happens in a night). Notice, however, that some Level IV words are useful for teaching morphological clues such as noct meaning “night” and dont or dent referring to teeth. Level IV words are also helpful for creating an interest in words and language.</td>
</tr>
</tbody>
</table>
Just by their definitions, it should be apparent that a major responsibility of teachers is to expand the Level II and Level III words of their students. Teachers of content areas have a special responsibility for teaching Level III words.

2. Aspects of Vocabulary

Ur (1996: 60-62) states that there are some items to be taught in learning foreign language especially the vocabulary, as follows:

1. Form: pronunciation and spelling

   The learner has to know what word sounds like (its pronunciation) and what it looks (its spelling). These are obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2. Grammar

   The grammar of new item will be necessary to be taught if it is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts and some idiosyncratic with other words in sentences; it is important to provide learners with the information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teacher may wish to present its plural form, if irregular (mouse, mice), or draw learners’ attention to the noun having no plural at all (advise, information). In presenting verbs such as want and enjoy together with the...
verb form that follows them (want to, enjoy-ing), or adjectives or verbs together with their following preposition (responsible for, remind someone of).

3. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. So this is another piece of information about a new item which may be worth teaching. When introducing words like decision and conclusion, for example, teacher may note that she/he takes or makes the one, but usually comes to the other; similarly, she/he throws a ball but tosses a coin; she/he may talk about someone being dead tired but it sounds odd to say dead fatigued.

Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

4. Aspect of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes,
which may or may not be indicated in a dictionary definition. The word 
*dog*, for example, as understood by most British people, has positive connotations of *friendship* and *loyalty*; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of *dirt* and *inferiority*.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is in the appropriate one to use in a certain context or not. For example, learners may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

5. Aspect of meaning (2): meaning relationships

How the meaning of one item relates to the meaning of others can be also useful in teaching. There are various such relationships: here are some of the main ones.

a. Synonyms: items that mean the same, or nearly the same; for example:

   *bright, clever, smart* may serve as synonyms of *intelligent*.

b. Antonyms: items that mean the opposite: *rich* is and antonym of *poor*.

c. Hyponyms: items that serve as specific examples of a general concept; *dog, lion, mouse* are hyponyms of *animal*.

d. Co-hyponyms or co-ordinates: other items that are the ‘same kind of thing’; *red, blue, green, and brown* are co-ordinates.

e. Superordinates: general concepts that ‘cover’ specific item; *animal* is the superordinate of *dog, lion, mouse*. 
f. Translation: words or expressions in learners’ mother tongue those are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the relationship between arm and body); or associate items that are part of the same real-world context (tractor, farmer, milking, and irrigate are all associated with agriculture). All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.

6. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together in another piece of useful information—perhaps mainly for more advanced learners.

You may wish to teach the common prefixes: for example, if learners know the meaning of sub-, un-, able, this will help them to guess the meaning of the words like substandard, ungrateful and untranslatable. They should, however, be warned that in many common words that affixes no longer have any obvious connection with their root meaning (for example, subject, components). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (ultra-modern, super-hero).
According to Harmer (1993) in shejbalova (2006: 10), the deeper aspect of vocabulary means the abilities to know the following aspect: (1) meaning: related the word to an appropriate object or context; (2) usage: knowledge of its collocations, metaphor and idiom, as well as register (the appropriate level of formality), to be aware of any connotations and associations the word might have; (3) word formation: ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes); (4) grammar: to use it in the appropriate grammatical form.

Gairns and Redman (1986: 7) explain that there are several aspects of lexis that need to be taken into account when teaching vocabulary, as follows:

1. **Boundaries between conceptual meaning**
   Knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. *cup, mug, bowl*).

2. **Polysemy**
   Distinguishing between the various meaning of a single word from with several but closely related meanings (head: *of a person, of a pin, of an organization*).

3. **Homophyny**
   Understanding words that have the same pronunciation but different spellings and meanings (e.g. *flour, flower*).

4. **synonymy**
   Distinguishing between the different shades of meaning that synonymous words have (e.g. *extend, increase, expand*).
5. **Translation**

Awareness of certain differences and similarities between the native and the foreign language (e.g. *false cognates*).

6. **chunks of language**

Multi-word verbs, idioms, strong and weak collocations, lexical phrases.

7. **Grammar of Vocabulary**

Learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. *sleep, slept, sleeping; able, unable; disability*).

8. **Pronunciation**

Ability to recognize and reproduce items in speech.

Nation (1990: 30) also mentions about what the learner needs to know of “a word”. Nation proposes two answers for the questions above. First, if the word to be learned is only receptive use (listening and reading) then there is one set of answers. The second, if the word to be learned is for receptive and productive (listening, speaking, reading, and writing) then there will be additional set of answers.


1. **Word meaning**

The first thing to realize about vocabulary items is that they frequently have more than one meaning. One meaning of the word “*constitution*”, for
example, refers to a legal document setting out how a country is to be
governed. But in a sentence like “My grandfather has an amazing
constitution”, that is obviously not the meaning. If the next sentence is,
“Although he is nearly 80, he skis in winter and swims all the year round”, we
could assume the word refers to another meaning, that is, his physical
condition, as that is what seems to be amazing for an 80 year-old. You are
right. When we come across a word, and then try to decipher its meaning, we
will have to look at the context in which it is used. In other words, students
need to understand the importance of meaning in context.

There are other facts about meaning too. Sometimes words have
meanings in relation to other words. Thus students need to know the meaning
of vegetable as a word to describe any one of a number of other things. In
example: carrots, cabbages, potatoes etc. “Vegetables” have a general
meaning whereas “carrot” is more specific. We understand the meaning of a
word like “good” in the context of a word like “bad” and “evil”. Even in
that example, however, one thing is clear: Words seldom have absolute
synonyms, although context may make them synonymous on particular
occasions. As far as meaning goes, then students need to know about the
meaning in context and they need to know about sense relations.

2. Word use

What a word means can be changed, stretched or limited by how it is used.

Word meaning is frequently stretched through the use of metaphor and idiom.

We know that the word “bark”, for example, is a dog’s word, but we stretch
commit to user
The householder barked at the tardy paper boy” to describe the person whose voice sounded like the bark of an angry dog when he was so annoyed at the paper boy for being late. That is metaphorical use. Likewise, we can describe a difficult life as a dog’s life. It is full of hard work and worry with very little pleasure. “A dog’s life” is a fixed phrase that has become an idiom like many other phrases such as “raining cats and dogs”, “letting the cat out of the bag”, etc. Word meaning is also governed by collocation. We can say headache, stomachache or earache, but we can’t say throatache or legache. Our knowledge of vocabulary includes the recognition of the constraints of function and situation on word choice. What the British call a “tap” may be a “faucet” to an American. Middle class British people prefer to call a “house”, a “home”, and a “woman”, a “lady”. A “chap” or a “fellow” in speech is what a “person” or “gentleman” is in writing. We often use words only in certain social and topical contexts. What we say is governed by the register we are in. We adjust our vocabulary to suit the demands of the situation. For example, the two doctors talking about an illness will talk in different register that one of them who then talks to the patient in question, who has never studied medicine.

Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in.

3. Word formation
Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. The verb “move” has the participles “moving” and “moved”. The present participle and the past participle can be both used as an adjective and the verb “move” can also be a noun. There is a clear relationship between the words “live”, “living”, “alive” and “life”. Students also need to know how suffixes and prefixes work. How can we make the words precise and excusable opposite in meaning? Why do we preface one with im- and the other with in-? Students also need to know how words are spelt and how they sound. Words like “conduct”, “increase” etc. are stressed differently when their grammatical function is different—as with nouns and verbs. Word formation then, means knowing how words are written and spoken and knowing how they can change their form.

4. Word grammar

Just as words change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns.

We make a distinction between countable and uncountable nouns. The former can be singular and plural. The latter can only be singular; we can say “one chair” or “two chairs” but we cannot say “two furniture”. This difference, then, has certain grammatical implications. “Chair” can collocate with plural verbs whereas “furniture” never can. There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore, collocate only with singular or plural verbs, e.g. “people”, the news
“mathematics”, etc. There are many other areas of grammatical behavior that students need to know about like transitive and intransitive verbs, phrasal verbs, and the order of adjectives and the position of adverbs in a sentence.

Therefore, knowing a word means far more than just understanding its meaning or one of its meanings. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware what is stated above, students will be more receptive to the contextual behavior of words when they first see them in texts or readings and they will be better able to manipulate the meanings and forms of the word.

5. Select vocabulary

For most students, there is no special course to learn vocabulary. Vocabulary list usually appears with a reading text. Teachers should make full use of the vocabulary list to help students to obtain the necessary lexical knowledge. Among the words in the vocabulary list what words should be selected to spend time on is the first consideration the teacher have to make. According to Harmer (1991: 54), a general principle of vocabulary selection has been that of frequency. To focus learners’ attention on the high frequency words of the language gives a very good return for learning effort.

Based on those explanations, it can be constructed that vocabulary is one of the language aspects which should be learnt and mastered in learning foreign language, covering: meaning, pronunciation, spelling and the use of words. So,
from the summary, it can be stated that the indicators of vocabulary are: (1) meaning; (2) pronunciation; (3) spelling; and (4) the use of words.

Teaching vocabulary for the first year students of Peskam at STAIN is difficult. Here, the teacher becomes the decision maker to achieve the students’ goal in mastering a set of words. Here the students have limited words while without a set of words, the vocabulary teaching and learning will not be able to achieve the objective.

In relation to the vocabulary teaching, it is expected that the strategy selected for teaching can foster the students’ interest to learn and increase or establish their vocabulary mastery.

3. Strategies and Techniques for Teaching Vocabulary

Cynthia, et al in http://eps.schoolspecialty.com/downloads/articles/why_teach_vocabulary.pdf explains that in developing students’ words skill, there are some strategies that can be applied in teaching learning process, as follows:

1. Learning from context (context clues)

To know a word, students need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions as well as context can generate a full and flexible knowledge of word meaning. An approach that has been effective in increasing adult learners’ vocabularies is encouraging learners to read a wide variety of texts while providing them with instructional support.
Furthermore, it explains that most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. They also learn words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different contexts. Furthermore, it is explained that some studies show that teaching students how to identify and use context clues is an effective technique for increasing vocabulary." Other research suggests that learning words from context is an innate skill that all readers use. Kuhn and Stahl have found that children of all abilities learn at the same rate from context; that is, advanced readers are no more efficient at learning from context than less advanced readers—the advanced readers simply read more.' All experts, however, stress that it is crucial to make students aware of the importance of using context clues as an essential tool in word acquisition. Here are some techniques for enhancing students' awareness of the importance of context clues, as follows:

a. Model basic strategies for using context clues when reading text.

b. Provide explanations of how, when, and why to use context to figure out word meanings.

c. Provide guided practice in using context.

d. Remind students to apply the skill when reading on their own.

It is supported by Thornbury (2002: 53) for vocabulary building purposes, texts, whether spoken or written have enormous advantages over learning from lists. For a start, the fact that words in context increases the chances of learners appreciating not only their meaning but their typical
environments, such as their associated collocations, grammatical structures. Moreover, it is likely that the text will display topically connected sets of words (or lexical fields).

2. Semantic Mapping

Semantic maps can be used to develop students' understanding of a particular concept or group of thematically related words. For example, in teaching about dinosaurs, you might target the following vocabulary words: ancestor, carnivore, gigantic, extinct, and ferocious. Then, begin instruction by having students brainstorm words related to the concept of dinosaurs. As they brainstorm, list their words on the board, making sure to include the targeted words.

Discussion is a key to semantic mapping. During the brainstorming session, have students discuss and define all of the words on the list.

3. Semantic Feature Analysis

Another good technique to use in teaching words that share content is semantic feature analysis, which makes use of a grid, such as the following. The left-hand column contains the names of members of the category.

**Semantic Feature Analysis**

<table>
<thead>
<tr>
<th></th>
<th>has fur</th>
<th>has feathers</th>
<th>can fly</th>
<th>can be a pet</th>
<th>runs on four legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Cat</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>hamster</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>buffalo</td>
<td>?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Tiger</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>sparrow</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>horse</td>
<td>?</td>
<td>-</td>
<td>-</td>
<td>?</td>
<td>+</td>
</tr>
</tbody>
</table>
After seeing the grid, groups of students or the whole class discusses whether the items in the column are an example of the features across the top, marking + for positive examples, — for negative examples, and ? For words that might be examples.

As with semantic maps, discussion is a key to clarifying the meanings of words in this activity. It is also an excellent technique to use in content areas such as social studies and science.

**B. General Concepts of Cooperative Learning**

Slavin in Elliot (1999: 354) states that cooperative learning is a set of instructional methods in which students are encouraged or required to work together on academic tasks, to help one another learn. According to Barkley, et al. (2005: 5), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others’ learning. Furthermore, it is said that, cooperative learning as the name implies, requires students to work together on a common task, sharing information, and supporting one another.

According to Richards and Rodgers (2001: 193), cooperative learning method is used in teaching content class, ESP, the four skills, grammar, pronunciation, and vocabulary. Richard (2001: 192) states that cooperative language learning is a part of a more general instructional approach which is also known as collaborative learning (CL). As a method of teaching and learning process, cooperative learning has been developed through some extents. Those
extents are put on the level of approach as theories on language and learning. In
design level, there are objectives, syllabus, types of teaching and learning
activities, learner roles, teacher roles, and the role of instructional materials. To
reveal those extents, the term of cooperative learning has to be defined first.
Cooperative learning may be defined in various statements by some educators but
most of those definitions share the same essence.

There are some elements that make cooperative learning successful. Johnson and Johnson (1989: 12) provide five essential elements of cooperative
learning. According to them, all healthy cooperative relationships have these five
basic elements present. Here are the detail descriptions of those five elements:
a. Positive Interdependence

The first requirement for an effectively structured cooperative lesson is that students believe that the “sink or swim together”. Within cooperative learning
situations, students have two responsibilities; (1) learn the assigned material; and
(2) ensure that all members of the group learn the assigned material. The technical
term for that dual responsibility is positive interdependence. Positive
interdependence exists when students perceive that they are linked with group
mates in such a way so that they cannot succeed unless their group mates can (and
vice versa) and/or that they must coordinate their effort of their group mates to
complete a task. Positive interdependence promotes a situation in which students:
(1) see that their work benefits group mates and their group mates’ work benefits
them; and (2) work together in small groups to maximize the learning of all
members by sharing their resources to provide mutual support and encouragement.
and to celebrate their success, when positive interdependence is clearly understood, it establishes that each group member’s efforts are required and indispensable for group success.

b. Face-to-face interaction

Positive interdependence results in interaction. Interaction may be defined as individuals encouraging and facilitating each other’s efforts to achieve, complete tasks, and produce in order to reach the group’s goals. Although positive interdependence in and of itself may have some effect on outcomes, it is the face-to-face interaction among individuals fostered by the positive inter-relationships, and psychological adjustment and social competence.

c. Individual accountability/personal responsibility

The purpose of cooperative learning group is to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively. After participating in cooperative lesson, group member should be better prepared to complete similar tasks by themselves. To ensure that each student is individually accountable to do his or her fair share of the group’s work, teachers need to assess how much effort each member is contributing to the group’s work, provide feedback to groups and individual students, help groups avoid redundant effort by members, and ensure that every member is responsible for the final outcome.

There is a pattern to classroom learning. First, students learn knowledge, skills, strategies, or procedures in a cooperative group. Second, students apply the
knowledge or perform the skill, strategy, or procedure alone to demonstrate their personal mastery of the material. Students learn it together and then perform it alone.

d. Interpersonal and small-group skills

The fourth essential element of cooperative learning is the appropriate use of interpersonal and small-group skills. In order to coordinate efforts to achieve mutual goals, students must: (1) get to know and trust each other; (2) communicate accurately and unambiguously; (3) accept and support each other; and (4) resolve conflict constructively. Placing socially unskilled students in a group and telling them to cooperate does not guarantee that they have the ability to do so effectively.

e. Group processing

The fifth essential component of cooperative learning is group processing. Effective group work is influenced by whether or not groups reflect on (i.e. process) how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals. Group processing may be defined as reflecting on a group session to: (1) describe what member actions were helpful and unhelpful; and (2) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group’s goals.

From the explanations above, it can be inferred that cooperative learning is a method in which the students learn together and help each other in their team in
learning. Cooperative learning makes students work together, get the benefit from changing their idea or teach each other that working individually.

I. The role of the teacher in cooperative learning

McDonell in Kessler (1992: 164-171) mentions five roles of teacher in Cooperative Learning, are as follows:

a. The teacher as inquirer

Cooperative learning teachers are continually examining and questioning their beliefs, values, and assumption. Examining attitudes and values held about their culturally diverse learner, race, class, and minority languages is particularly important in the context of teaching in a multilingual, multiracial classroom.

b. The teacher as creator

Since the cooperative classroom is process oriented, teachers interested in effective. The group work must realize that the learning environment is highly structured and well organized. Key for structuring a successful cooperative learning classroom is found in creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time (Johnson, et al., in Kessler, 1992: 165).

c. The teacher as observer

Watching and listening to students are natural activities in every teacher’s day. Such activities can be formal and informal, planned and unplanned. Observation is the basis of decision making about each learner’s progress.
also provides the rationale for specific programming. And observation is an integral part of the teaching process. Cooperative small group learning provides the teacher with the opportunity to observe, reflect, and intervene in supportive ways.

d. The teacher as facilitator

The role of facilitator means that the teacher is prepared the step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene and assist in the problem-solving process. They support and encourage the learner’s desire to learn.

e. The teacher as change agent

As a result the observing, questioning, and learning, we find a more complete teacher, a teacher who knows and does. More importantly, as a result of having studied learners and the classroom environment, teachers have begun to examine themselves as part of the context and the way they teach. Such teacher inquiry lends itself to educational reform from within.

There are some methods presented in cooperative learning as follows: (1) Student teams-Achievement Divisions (STAD); (2) Jigsaw; (3) Team Games-Tournaments (TGT); (4) Team Accelerated Instruction (TAI); and (5) Cooperative Integrated Reading and Composition (CIRC).
C. Student Teams-Achievement Divisions (STAD) Method

1. The Nature of STAD

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 (Slavin, 1995: 71). Student Teams-Achievement Divisions (STAD) method is the simplest and most straightforward of the Cooperative Learning (CL) approach (Arends) in (Miller and Peterson, www.indiana.edu/safeschl). Slavin (1995: 71) also states that STAD is the simplest of all cooperative learning method, and is a good model to begin with for teachers who are new to cooperative approach.

STAD is a cooperative learning method which emphasizes on students mastering the materials through group learning, and the group has responsibility for their members. In STAD, the teacher presents the content or skill in a large group activities in the regular manner, such as direct instruction and modeling, while students are provided with learning materials that they use in groups to master the content.

2. Components of STAD

STAD consists of five major components (Slavin, 1995: 71-73), are as follows:

a. Class Presentation

Material in STAD is initially introduced in a class presentation, this is most often direct instruction or a lecture-discussion conducted by the
teacher, but could include audiovisual presentation. Class presentation in STAD differs from usual teaching only in that they must be clearly focused on the STAD unit. In this way, students realize they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

b. Teams

Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of the team is to make sure that all the team members are learning, and more specifically, to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheet or other materials. Most often, the study involves students discussing problems together, comparing answers, and correcting any misconceptions if teammates make mistakes.

The team is the most important feature of STAD. At every point, emphasis is placed on team members doing their best for the team, and on the team doing its best to help its members. The team provides the peer support for academic performance, and its provide mutual concern and respect that are important for such outcomes as intergroup relations, self-esteem, and acceptance of mainstream students.
c. Quizzes

After approximately one to two periods of teacher presentation and one to two of team practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes. Thus, every student is individually responsible for knowing the materials.

d. Individual improvement scores

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if she or he works harder and performs better in the past. Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a “base” score, derived from the student’s average past performance on similar quizzes. Students that earn points for their teams based on the degree to which their quiz scores exceed their base scores.

e. Team Recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Students’ team scores may also be used to determine up to 20 percent of their grades.

3. Preparation of STAD

Slavin (1995: 73-75) mentions five steps prepared by the teacher before the implementation of STAD, as follows:
a. Materials

In making a worksheet, answer sheet, and a quiz for each teaching unit which is being taught by the teacher, each unit should occupy three or five days instruction.

b. Assigning Students to Teams

STAD team represents a cross-section of the class. A four-person team in a class represent different background such as: sex, performance (high-performer, average-performer, and low performer), and religion. High performer is a relative term: it means high for the class, not necessarily high compared with national norms. The teacher doesn’t let students choose their own teams because they will tend to choose others like themselves, instead follow these steps:

1) Making copies of team summary sheet. Make one copy of a team summary sheet for every four students in the class.

2) Ranking students. On a sheet paper, rank the students in your class from highest to lowest in the past performance. Use whatever information, you have to do this; test score are best, grades are good, but your own judgment is fine.

3) Deciding on the number of teams. Each team should have four members if possible. To decide how many teams you will have, divide the number of students in the class by four.
4) Assigning students to teams. In assigning students to teams, balance the teams in the level of high-performer, average-performer, and low performer, so each team has an equal average.

5) Filling out team summary sheet. Fill in the names of the students on each team on your team summary sheet, leaving the team-name space blank.

c. Determining Initial Base Scores

Base scores represent students’ average scores on past quizzes. If your are starting STAD after you have given three or more quizzes, use students’ average quiz scores as base scores. Otherwise, use students’ final grades from the previous year.

d. Team Building

Before starting any cooperative learning program, it is a good idea to start off with one or more team-building exercises just to give a team member a chance to create a team logo, banner, song, or rap.

4. Schedule of Activities

a. Teaching

Each lesson in STAD begins with a class presentation. It’s time needed for presenting the material in one to two class periods. The presentation should cover the opening, development and guided-practice components of the total lesson.
b. Team Study

Students work on worksheet in their teams to master the material and to help the teammates master the material. During team study, team member’s task is to master the material presented. Only two copies of the worksheets and answer sheets are given to each team, this forces teammate to work together.

In particular, before beginning team work, students discuss the following team rules:
1) Students have a responsibility to make sure that their teammates have learned the materials.
2) No one finishes studying until all teammates have mastered the subject.
3) Ask all teammates for help before asking the teacher.
4) Teammate may talk to each other softly.

c. Test

Time needed for test is about half-to one class period with individual quiz.

d. Team recognition

The main idea for team recognition is figuring the individual improvement scores and team scores and awarding certificates or other team rewards. This should be done as soon as possible after each quiz. It is better to announce the team scores in the first period after the quiz to increase the students’ motivation to do the best in teams. Slavin (1995: 80) suggests the way of computing improvement points to be used as a team scores especially if the scores range from 0 to 100 as follows:
<table>
<thead>
<tr>
<th>No</th>
<th>Quiz Score</th>
<th>Improvement Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>More than 10 points below base score</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>10 points below to 1 point below base score</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Base score to 10 points above base score</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>More than 10 points above base score</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Perfect paper (regardless of the base score)</td>
<td>30</td>
</tr>
</tbody>
</table>

It also suggested the criterion of recognizing team accomplishment:

<table>
<thead>
<tr>
<th>No</th>
<th>Criterion (Team Average)</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>GOOD TEAM</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>GREAT TEAM</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>SUPER TEAM</td>
</tr>
</tbody>
</table>

The purpose of comparing base scores with improvement points is to make it possible for all students to bring maximum points to their teams whatever their level of past performance. Students understand that it is fair to compare each student with his or her own level of past performance, since all students enter class with different levels or skills and experience.

From the explanation above, it can be concluded that STAD in cooperative learning is a learning method where the students work together in teams, support each other in purpose to maximize their own learning and the group achievement.

5. The Advantages and Disadvantages of STAD in Cooperative Learning

STAD as a method in cooperative learning technique has advantages and disadvantages. It is stated by Ur (1981: 7) that the first advantage of group-work is of course the increased participation, if class has five or six groups then there
will be five or six times the amount of talking. Class discussion as has been pointed out, is very wasteful in terms of the ration of teacher or student-effort and time to actual language practice taking place; group discussions are relatively efficient. Moreover, this great participation is not limited to those who are usually talkative anyway; Students, who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers. The motivation of participants also improves when they work in small groups. Another advantage of group-work is that it frees the teacher from her usual role of instructor-corrector-controller, and allows her to wander freely round the class, giving help where needed, assessing the performance of individual students, noting language mistake for future remedial work, devoting a little more time to slower learners. She also has an important role to play in leading and encouraging discussion.

Ur (1981: 8) also explains that there are various problems associated with group-work. The students may get out of control, they tend to lapse into their native language when not under the teacher eye, the organization may into groups time-consuming, noisy and disruptive, and so on. This situation basically depends on the personality of the teacher, her class, and the relationship between them, not on the type of activity. On the whole it is safe to say that a class which is controlled in frontal work will be controlled in groups.

Beebe and Masterson (1990: 7-9) also state that there are some advantages and disadvantages of working in small groups. The advantages of working in groups are as follows:
1) Group has greater information resource than individuals do
2) Group can employ a greater number of creative problem-solving methods.
3) Working in groups fosters improved learning and comprehension of idea discussed.
4) Members’ satisfaction with the group decision increases because they participate in the problem-solving process.
5) Group members gain a better understanding of themselves as they interact with others.

Beebe and Materson (1990: 9-11) add that working in small groups also has some disadvantages. They are as follows:
1) Group members may pressure others to conform to the majority opinion.
2) An individual group member may dominate the discussion.
3) Some group members may rely too much on others to get the job done.
4) Solving a problem takes longer as a group than an individual.

D. Grammar Translation Method

1. The Nature of Grammar Translation Method

The Grammar-Translation Method is a method of foreign or second language teaching which uses translation and grammar study as the main teaching and learning activities. The basic characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students’
first language. Vocabulary is presented mainly through direct translation from the native language and memorization.

According to Flowerdew and Miller (2005: 4), the Grammar Translation Method views language as descriptive set of finite rules that, once learned, gave access to the language. Grammar Translation approach was organized around step by step of learning the rules of a language, often through the use of the first language.

Meanwhile, Patel and Jain (2008: 74) state vocabulary and phraseology of foreign language can be learnt through translation its meaning into the mother tongue and the teacher points out the grammatical point and rules.

From those definitions it can be defined that Grammar Translation Method is method of teaching language that allows using native language in learning target language or the language that is used in class is mostly the students’ native language and the teacher is the authority in the classroom.

2. Characteristics of Grammar Translation Method

According to Hadi (2009: 12), grammar translation method has some characteristics, as mentioned below:

a. Classes are taught in the mother tongue, with little active use of the target language.

b. Much vocabulary is taught in the form of lists of isolated words.

c. Long elaborate explanations of the intricacies of grammar are given.
d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

e. Reading of difficult classical texts is begun early.

f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

h. Little or no attention is given to pronunciation.

3. Techniques in Grammar Translation Method

Hadi also states that grammar translation method has some techniques, they are as follows:

a. Translation of a Literary Passage (Translating target language to native language).

b. Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience).

c. Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words).

d. Cognates (Learning spelling/sound patterns that correspond between L1 and the target language).

e. Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples).
f. Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type).

g. Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms).

h. Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words).

i. Composition (Students write about a topic using the target language).

4. The Goal of Grammar Translation Method

As a traditional method, the implementation of Grammar Translation Method (GTM) in teaching and learning process has some important goals. The students should be able to understand the content of the text and translate it. Second, Grammar Translation Method (GTM) is intended to teach the students to memorize list of grammatical rules and vocabulary and produce perfect translation of the text being read.

5. The Advantages and Disadvantages of Grammar Translation Method

There are some advantages and disadvantages of using Grammar Translation Method. Patel and Jain (2008: 76) state some advantages of using Grammar Translation Method in learning foreign language, as follows:

a. When words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.

b. The Grammar-Translation Method develops the art of translation.
c. In this method the child associates foreign words with translated words so strong memory bond is created.

d. The use of mother tongue helps the children in vocabulary getting. It saves time and more effective.

e. The words and phrase are easily learnt and explained if translation method is used.

f. The working knowledge of mother tongue helps them to learn grammar of a foreign language. The principle of "to proceed from known to unknown" is followed.

g. Through this method we can test the ability of comprehension of our students and we can know the form of understanding the subject matter.

h. English grammar can be easily taught by comparing with the grammar of mother tongue.

Patel and Jain also explain some Disadvantage of using Grammar Translation Method, as follows:

a. The Grammar-Translation Method does not emphasize on the basic skills like listening and speaking etc.

b. It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.

c. There are words, idioms, phrases in English for which words cannot be translated into mother tongue. For example; prepositions and propositional phrases.

d. Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English.

e. Student gets no opportunities to participate in the discussion of the unit.
f. Some of language item cannot be translated into mother tongue like article a, an, the.

g. Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words.

h. It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus it prevents establishing of direct bond between thought and expression.

i. Grammar class can never be effective when there is use of translation of grammatical rules and their explanation.

j. The Grammar-Translation Method favours to teach English by rules and not by use. According to Dr. Ballard: “To speak any language whether native or foreign entirely by rules is quite impossible”.

k. Psychologically and linguistically, this method is not suitable. The language is multi-sensory whereas this method makes it only a part of the human information.

There are also some others advantages and disadvantages of Grammar Translation, Articlesbase (2008: 67). Some other advantages of using grammar Translation Method are as follows:

a. The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some short of accuracy in understanding synonyms in the source language and the target language.
b. Teacher’s labor is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupil will not have much difficulty in responding to questions on the mother tongue. So the teacher can easily assess whether the students have learned what he has taught them. Communication between the teacher and the learner does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

The Grammar Translation Method also has some disadvantages as in the following:

a. It is unnatural method. The natural order of learning a language is listening, speaking, reading, and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed.

b. The speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating through English.

c. Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of
a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word ‘table’ does not fit in such expression as the ‘table of contents’, ‘table of figures’, ‘multiplication table’, ‘time table’ and ‘table the resolution’, etc. English prepositions are also difficult to translate. Consider sentences such as ‘We see with our eyes’, ‘Bombay is far from Delhi’, ‘He died of cholera’, He succeeded through hard work’. In these sentences ‘with’, ‘from’, ‘of’, ‘through’ can be translated into the Hindi preposition ‘se’ and vice versa. Each language has its own structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one’s proficiency in a language.

d. It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learnt through practice and not by just memorizing rules. The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating
that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy.

E. Learning Interest

1. Interest

Interest is the most important factor in teaching and learning process. People’s interest will be shown in their activity to gain their purpose. The learners who have high interest in a subject tend to learn harder to achieve their goal, they may get a better success in the subject than those with lower interest.

There are some opinions related to the definition of interest. According to Witherington (2000: 76) interest is one’s consciousness that an object, person, problem or situation has relation to him. James in Witherington says: “interest is a form of selective awareness or attention that produces meaning out of the mass of one’s experiences”. Smith and Dechant (1961: 273) explain interest as characteristic, disposition organized through experience which impels an individual to seek out particular objects, activities, understanding, skill, or goal for attention or recognition.

Based on those definitions of interest, it can be stated that some aspects of interest are as follows:

a. Interest is active psyche intentness.

b. Interest is always in accordance with consciousness or awareness, willingness, pleasure, and attention.
c. Consciousness, willingness, pleasure, and attention are potential factors that enable the individual to reach objects from his/her environment.

From the definition above, it is concluded that interest is an active psychological intentness that relates to consciousness, willingness, attention, and pleasure to respond a given object that attracts people.

2. Learning

There are some definitions of learning given by expert. Hilgard as quoted by Sumadi (1993: 248) explains: “learning is process by which an activity originates or is changed through training procedures (whether in the laboratory or in natural environment) as distinguished from change by factors not attributable from training. Meanwhile, skinner in Sumadi (1993: 231) defines it as a change in performance as a result of practice. Klein (1996: 74) explains learning as an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies. It is supported by Nasution (1992), learning is a change of behavior as a result of main response forming. The point is that change of behavior is not caused by maturity or temporary change of one thing. Garry and Kingsley (1970: 15) state that learning is also the process of changing or originated behavior through practice or training.

From those definitions, it can be concluded that learning is a process of individual changing toward better condition in their purpose to get new behavior.
3. Aspects of Learning Interest

According to Skinner (1984: 338) people’s interest toward a certain object is based on the four aspects of interest, that is to say: consciousness, willingness, pleasure, and attention. Each aspect will be discussed below:

a. Consciousness

People are said to be interested in something if they have consciousness. The consciousness always exists in every individual because the individual will be interested in something if he/she is conscious that the objects are very interested to him/her.

b. Willingness

Willingness is a motivational desire directed to the purpose of life controlled by thought. The motivational desire will produce a will and attention to concentrate on a certain object. If it is so, the interest of the individual will appear. For example, a woman who wants to be a doctor will have a strong will and full attention to learn everything dealing with her expected dream to be a doctor and she will try hard to actualize it.

c. Pleasure

Some causes of pleasure have been understood by human being. But here, pleasure is supposed to be derived from simply watching movement of people and objects. The children learn to avoid activities that make them unsatisfied and they don’t want to do the activities repeatedly. In other word, there is correlation between pleasure and the emerging of interest because pleasure will emerge ones’ interest to the objects and people that make them satisfied.
d. Attention

It has been proved that attention can be observed in the early behavior of infants. Stimulation produced by a sound or a touch causes awareness. The movement of the baby and the fixation of the eyes are the actualization of the infants’ awareness to the stimulus. Infants have a need for sensory stimulation and seek to be stimulated by being alert to its surroundings.

4. Factors Affecting Learning Interest

It is important to know the factors that influence interest, especially the interest to learn, so that the goals of learning can be achieved. There are two factors affecting the interest, internal and external factor.

a. Internal factor

Factors that come from the individual himself are called internal factor. It means that his ability, talent, motivation, and the purpose of life will affect his interest and it is different from one to another. This difference will show the different interest of one another. According to Kartono (1990: 56) interest relates tightly to personality and always includes factors of affective, cognitive, and ability. So it clear that affective, cognitive, and ability affect ones’ interest.

b. External factor

Environment also affects ones’ interest. The factors that come from outside (environment) the individual himself are called external factors. The external factors can be family, school, or the society. They can be objects, people, or
activities dealing with his interaction to one another, for example, a boy who interested in joining the basketball club will try hard to master basketball game.

Finally from the concept of interest and learning, it can be summarized that learning interest is an active psychological condition that always involves consciousness, willingness, pleasure, and attention in the effort to get new behavior to achieve the goal of the English learning, especially the learning of vocabulary. From the summary, it can be stated that the indicators of learning interest toward English are: (1) students have consciousness in learning English; (2) students have willingness toward English learning; (3) students have pleasure in learning English; and (4) Students have attention toward English learning.

F. Review on Related Research

In conducting this research, it needs to review on related research in the same field. Related to the method used in this research the writer finds another finding about the uses of STAD method in cooperative learning.

First, Naghvi and Nakhle (2003: 43-49), the purpose of his study was to examine the effect of cooperative learning strategy of Student Teams Achievement Divisions (STAD) on developing oral communication skills of intermediate language learners at Iran Language Institute. Utilizing this strategy, a list of six oral communication skills were proposed and used as the most related skills to intermediate learners. The experimental design of the study depends on voluntary selection of choosing the group of the study, which consisted of 60 intermediate learners. The following tools were used
to fulfill the purposes of the study: Oxford Placement Test, a pre-post oral communication skills and cooperative learning strategy of STAD which consisted of a teacher's guide and students' handbook. The program was administered during a six-week period. In addition, paired t-test was used to measure the effect of the training program on learners’ oral performance. The findings revealed that the program was effective in developing students’ oral communication skills as there was statistically significant difference between the pre and post administration of the test. Pedagogical instruments in the form of student and teacher surveys were also administered to provide further insight into the framework of the study.

Second, Zaher and Nasir (2010: 151-164) presents about the effect of cooperative learning versus traditional instruction on prospective teachers’ learning experience and achievement. This study investigated the effect of three experimental conditions and one of the experimental conditions is STAD method. The research was conducted in Ankara and the subject of the research is thirty two students teacher enrolled in master degree program. The data analysis of this research used ANOVA. The result of this research revealed that there is statistically significant difference between prospective teachers’ scores on learning experience measure across three experimental conditions. ANOVA results also reveal that there is a statistically significant difference in achievement scores favoring both cooperative learning conditions. The study concludes that cooperative learning enhances perspective teachers’ academic achievement as
compared to traditional instruction and promotes enriched, enjoyable and interactive learning experience.

Third, Balfakih (2003: 605-624) conducts research in the United Arab Emirates by applying STAD method in the teaching learning process. Where there are four schools from the northern and eastern provinces were selected randomly. Two schools, one male and one female have represented each province. From each school, four tenth grade classes were selected randomly. The researcher had in mind that all classes in the school were equivalent in their achievement. The two experimental classes were selected randomly from the four. The total number of students’ sample was 486. The finding has indicated that STAD is more effective teaching method than traditional-teaching method in teaching tenth grade classes in the UAE. Male students benefited more than female students from using STAD as an alternative teaching method. When provinces were compared, it was found that the Northern Province benefit more, when all other factors were neglected. Among the four schools, it was found that male students in the Northern Province benefit the most from STAD, followed by male students in the eastern province, then female students in the eastern province. Female students’ achievement scores in the Northern Province almost did not change. This study has shown that all subgroups benefited from the use of STAD as an alternative teaching method. The students’ achievement scores of all students in experimental groups increased compared to their counterpart in control groups.

Fourth, Armstrong (1998: 8-15), little research has been conducted on cooperative learning techniques used in the upper secondary school classroom.
One cooperative technique, Student Teams Achievement Divisions (STAD), was used to determine if twelfth grade advanced placement students who were given instruction by the STAD method over a seven week period would score higher on a posttest than those students who were taught the same material by traditional methods. Quantitative results showed no significant difference between the adjusted means for the two groups. Additionally, a measure of student attitude was administered to determine if students taught through the STAD technique had an improved attitude toward social studies. No significant difference between the group means on attitude occurred. Yet, teacher and student surveys administered to the treatment group at the conclusion of the study indicated a liking for the STAD method of instruction. STAD was found to be easily adapted to the block scheduled secondary social studies class.

Fifth, Tzu-Pu (2009: 112-120), the teacher decided to use Student Teams Achievement Division (STAD) to teach conversation. The result shows that Slavin’s STAD is more effective in cooperative learning methods for improving students’ learning of clear objectives in language rules and skills. In using STAD of Slavin’s cooperative learning techniques in the language classroom, the teacher’s experience was rewarding. STAD method gives three important futures in cooperative learning: team rewards, individual accountability and equal opportunities, which is essential to conversational language learning. In team study, students were given more reinforcement opportunity, and reduced their stress through resource, environmental identity and role interdependence. Thus, they had a feeling that they sink or swim together (Slave, 1991 and Johnson &
Johnson, 1998). When applying the STAD, all the students were given to contribute important points to their teams. Group members had to tutor and encourage each other to master the learning tasks. By encouraging teams to help each member improve over his or her previous average, the scoring system in STAD offers students clear goals that they must work together to achieve. Thus individual accountability and team encouragement are the factors of success in the group.

Sixth, Norman (2005: 1-39), the study was conducted over a two-month period with grade five and six students at Yangeun-Elementary School in Busan, South Korea. The students primarily come from middle class backgrounds, with the school having better performance scores than the typical school in the city. Each class consists of approximately thirty-five students, mixed according to gender, level and previous exposure to learning English (outside of the English school English classroom). This study, although limited in duration and scope, seeks to examine the impact of STAD in a South Korean elementary school. STAD was used with all grade six classes and was compared to grade five classes which worked in groups lacking the key components of STAD. Both groups completed pretest and posttest surveys which measured changes in exposure to English education outside of the classroom, liking of the English class, attitudes toward working in cooperative learning groups, and changes in academic scores. The results of the study suggest that STAD had significantly positive effects on student achievement and students’ attitudes towards learning English. The effect of STAD was greater for achievement than for attitudes toward learning English.
G. Rationale

1. The difference between STAD and Grammar Translation Method for teaching Vocabulary.

   STAD method is group learning model which emphasizes on group members’ collaboration in mastering the learning materials. It’s a small group consisting of four students with different background, sex, academic competence, and ethnicity. The group has responsibility in tutoring their members, and/or sharing knowledge each other. The success of the group depends on how far the members can master the material, through individual or group task or quizzes. STAD method is one of the cooperative learning models which is easy and straightforward in using by the teacher, especially for the teachers who rarely use of cooperative learning.

   Students through group learning with different academic competence background will get the benefit in form of peer-teaching or sharing knowledge with other group members. In mastering vocabulary, they try to share duties, such as: translating the word or finding out another term related to the word among the group members.

   The basic characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students’ first language. Vocabulary is presented mainly through direct translation from the native language and memorization. Proponents of this method believe that learning a foreign language is achieved through the constant and fast translation of
sentences from target language into the learner’s first language and vice versa. Word by word translations are popular because by them students could demonstrate that they understand the grammatical construction underlying a specific sentence. Otherwise this method gives pupils the wrong idea of what language is and the relationship between languages. Language is seen as a collection of words or words are isolated. Even though there are many students who may be able to achieve a higher level of success, but there is likely not a rewarding or satisfying activity during this method is going on in learning process. Finally, it can be assumed that STAD more effective for teaching vocabulary than Grammar Translation Method.

2. The different between students having High learning interest and Low English Learning interest in vocabulary mastery.

Students’ learning interest of course will influence their achievement, especially in achieving vocabulary skill. The vocabulary skill of students having high learning interest is much better than the one of those having low learning interest. Those who have high learning interest tend to be more active in teaching and learning process. They have enough bravery to consult their learning problem to their teacher. They are also brave to answer teacher’s question whenever they are asked to or not. They have strong intention in learning that makes them understand the lesson more easily. They are also eager to look for other relevant learning sources to improve their understanding about the lesson that have been taught in the class. Furthermore, students who have high learning interest tend to
have some characteristics, such as: cooperation, self confidence, responsibility, leadership, and positive-thinking.

Students with low learning interest are usually reluctant to actively participate in the teaching and learning process. They might lazily involve in the class discussion. They do not have enough intention in learning. That is why they cannot reach their achievement optimally. Finally, students having low learning interest have some characteristics, such as: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. Therefore, it can be assumed that the students’ vocabulary achievement of those with high learning interest is, of course, much better than that of those having low learning interest.

3. The interaction between methods and students’ learning interest in teaching vocabulary.

STAD method emphasizes on mastering the material through students-centered in the form of small group learning. Students-centered learning should be owned by the students with high learning interest. The success of all members in mastering the learning materials is the responsibility of the group. The group members should be active in doing the activity, such as: helping each other or sharing knowledge. Students who have high learning interest tend to have some characteristics, such as: cooperative, self confident, responsible, leadership, and positive-thinking. They are challenged to do the best thing not only for their personal goal but also their team achievement. They will interact with teammates...
and they feel responsible to themselves or the others especially in helping their group member in facing the material which is given.

It can be assumed that STAD is an appropriate method to teach vocabulary for the students who have high learning interest. In this method, the students having high learning interest are active to learn vocabulary through interaction in group learning, active to involve in learning activity, assist their teammates to understand the material, and show his/her enthusiastic toward the learning process.

Grammar Translation Method emphasizes on teaching and learning process on learning the grammar rules and their application in translating texts from one language into the other. Vocabulary is presented mainly through direct translation from the native language and memorization personally. The students having low learning interest have some characteristics, such as: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. They tend to regard that the easier way in mastering a set of English words and their roles are by translating them into their mother tongue. Furthermore, the students tend to focus on the meaning of each word and memorize them personally rather than its application in real life.

Based on the explanation above, it can be assumed that Grammar Translation Method is more appropriate to teach students who have low learning interest. In this method, students who have low learning interest do not feel worried during the teaching and learning process because the students are helped
by dictionary with them. They enjoy translating a set of vocabulary or text during this method.

So, it can be assumed that the STAD method is more effective than Grammar Translation Method to teach vocabulary for the students who have high learning interest while Grammar Translation Method is more effective than STAD method to teach vocabulary for the students who have low learning interest.

Finally, it is assumed that there is an interaction between methods and students’ learning interest in teaching vocabulary.

G. Hypothesis

Hypotheses in this research can be stated based on the review of related literature and rationale. The hypotheses are as follows:

1. STAD method is more effective than Grammar Translation Method to teach vocabulary at the first semester students of Peskam STAIN Samarinda in the academic year of 2011/2012.

2. The students having high learning interest have better vocabulary mastery than students having low learning Interest at the first semester students of Peskam STAIN Samarinda in the academic year of 2011/2012.

3. There is an interaction between teaching methods and learning interest in teaching vocabulary at the first semester students of Peskam STAIN Samarinda in the academic year of 2011/2012.
CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

This research took place at STAIN Samarinda East Kalimantan Province. This research was done in the first semester of Peskam students from October to December in the academic year of 2011/2012. It’s implemented in the school’s daily schedule.

B. Research Design

Experimental study is defined as a type of research to know the possibility of cause and effect relationship by giving treatment on experimental class and seeing its difference with control class. The design of this research was simple Factorial Design. In this research, there were two groups, experimental group and control group, the experimental group was taught by using STAD method while control group was taught by using Grammar Translation Method. Both groups were given a questionnaire to classify them into students with high English learning interest and the ones with low English learning interest.

C. Population, Sample, and Sampling

1. Population

Fraenkel and Wallen (2000: 103-104) state that population is the larger group to which one hopes to apply the results. The population is the whole subject
of the research (Arikunto, 2002: 108). From that statement it can be said that population is all subjects from which the researcher can gain the data. The population in this research was the first semester of Peskam Students at STAIN Samarinda, East Kalimantan province in the academic year of 2011/2012. There are ten classes of Peskam students at STAIN Samarinda, those are class A, class B, class C until class J, which consist of 300 students and each class consists of 30 students.

2. Sample

Sample is a group in a research study from which information is obtained (Fraenkel and Wallen, 2000: 103). Sample is a half and/or a part of the population which is being researched (Arikunto, 2002: 109). The sample is smaller than the total of population. There were two classes needed in this research, one class for experimental group and another one for control group. The samples in this research were two of ten classes of Peskam students at STAIN Samarinda.

After getting the sample, the writer divided the sample into two group, Experimental group and Control Group, and then each class was divided into two groups, students who have high learning interest and those who have low learning interest. To classify the students in each class into those who have high and low learning interest, the researcher used the median of learning interest scores.

3. Sampling

In this research, the sample was taken by using cluster random sampling technique from the population. This technique was used because its advantages such as: It can be used when the random sample is difficult to be conducted and it
is far from expensive (www.statisticglocary.ac.uk). Cluster random sampling is a form of sampling in which cluster (a collective type of unit that includes multiple elements) rather than single unit elements are randomly selected (Johnson and Christensen, 2000: 172). The researcher took only two of ten classes as sample. While, in determining the experimental group and control group, the researcher selected the class randomly, because it was impossible to change the classroom arrangement. In this case, 30 students were taken from class F and 30 students were taken from class H. The researcher used class F as an experimental class and class H as control class. After getting the experimental group and control group, and each group have been divided into two levels used median score, students who have high and low learning interest, the researcher gave both groups different treatment, experimental group was taught by using STAD method and control group was taught by using Grammar Translation Method. There were fifteen students who have high learning interest and fifteen students who have low learning interest in each class.

D. Variables and Research Design

1. Variables

This research uses three variables; two independent variables and one dependent variable, as follows:

   a. Independent Variable 1 (X₁)

   Independent variables 1 (X₁) in this research are the STAD method and Grammar Translation Method
b. Independent Variable 2 (X<sub>2</sub>)

Independent Variable 2 (X<sub>2</sub>) in this research is students’ learning interest

c. Dependent Variable (Y)

Students’ achievement in vocabulary mastery

2. Research Design

This research used a simple factorial design 2 x 2. This research used two independent variable: it’s an experimental variable, STAD and Grammar Translation Method, and attributive variable: students’ interest in learning English. The research design is as follows:

<table>
<thead>
<tr>
<th>Learning Interest</th>
<th>Methods</th>
<th>STAD (A&lt;sub&gt;1&lt;/sub&gt;)</th>
<th>Grammar Translation Method (A&lt;sub&gt;2&lt;/sub&gt;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B&lt;sub&gt;1&lt;/sub&gt;)</td>
<td>A&lt;sub&gt;1&lt;/sub&gt;B&lt;sub&gt;1&lt;/sub&gt;</td>
<td>A&lt;sub&gt;2&lt;/sub&gt;B&lt;sub&gt;1&lt;/sub&gt;</td>
<td></td>
</tr>
<tr>
<td>Low (B&lt;sub&gt;2&lt;/sub&gt;)</td>
<td>A&lt;sub&gt;1&lt;/sub&gt;B&lt;sub&gt;2&lt;/sub&gt;</td>
<td>A&lt;sub&gt;2&lt;/sub&gt;B&lt;sub&gt;2&lt;/sub&gt;</td>
<td></td>
</tr>
<tr>
<td>Mean Score</td>
<td>A&lt;sub&gt;1&lt;/sub&gt;</td>
<td>A&lt;sub&gt;2&lt;/sub&gt;</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

A<sub>1</sub>: The mean score of experimental group who are taught using STAD method.

A<sub>2</sub>: The mean scores of control group who is taught using Grammar Translation Method.

B<sub>1</sub>: The mean score of vocabulary test of students having high learning interest.
\( B_2 \) : The mean score of vocabulary test of students having low learning interest.

\( A_1 B_1 \) : The mean score of students having high learning interest who are taught using STAD method.

\( A_1 B_2 \) : The mean score of students having high learning interest who are taught using Grammar Translation Method.

\( A_2 B_1 \) : The mean score of students having low learning interest who are taught using STAD method.

\( A_2 B_2 \) : The mean score of students having low learning interest who are taught using Grammar Translation Method.

E. Technique of Collecting Data.

The data in this research were the results of vocabulary test and the questionnaire of students’ learning interest in learning English. So the instruments used in this research are questionnaire and a set of vocabulary test. The questionnaire was used to get scores (data) related to the students’ learning interest in studying English. Based on the data obtained, the students from both experimental and control group were classified into students with high learning interest and the one with low learning interest. The second instrument was a set of vocabulary test. It was used to collect data related to the students’ achievement after the treatment and it was given to both groups.

Before the instrument was used, there was a try-out of the instrument. The aim of conducting the try-out test was to get information dealing with the
characteristics of the test. A good test must possess two qualities; namely validity and reliability because these aspects influence the accuracy and dependability of the instruments. Ary (1982: 60) says that reliability and validity are the most important characteristics of measuring instruments. Reliability is a necessary characteristic of any good test since to be valid the test must be first reliable.

After being tried out, the instrument needed to be analyzed. The scores from the try out were analyzed in terms of their validity and reliability by using Correlation technique of Product Moment from Pearson. In this research, the kinds of validity and reliability being analyzed were internal validity and internal reliability.

1. Validity of vocabulary test items

   a. Vocabulary test items:

   $$r_i = \frac{\bar{X}_i - \bar{X}}{s_i} \sqrt{\frac{1}{q_i}}$$

   Where

   1) $$\bar{X}_i = \frac{\sum X}{n}$$

   2) $$S_i = \sqrt{\frac{\sum x^2}{n}}$$

   3) $$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$
2. The reliability of vocabulary test items

Then to know the reliability of the test, the following Kuder and Richardson Formula (KR\textsubscript{21}) was used. The reliability of vocabulary test was analyzed using the following formula:

\[
r_{k} = \frac{k}{k-1} \left( 1 - \frac{\sum_{i=1}^{k} pq}{S_{1}^{2}} \right)
\]

Where:

1) \(k\) = The number of valid items

2) \(S_{i} = \sqrt{\frac{\sum_{i=1}^{n} x}{n}}\)

where:

- \(r_{k}\) : Coefficient of reliability
- \(k\) : The number of valid items
- \(\sum pq\) : Sum of all item variance
- \(S_{1}^{2}\) : Total variance

The result of \(r_{o}\) is compared with \(t\) (table) at the 95\% level of significance. The item is reliable if \(r_{o} > r_{t}\)

The result of the analysis showed that there were 56 valid items (\(r_{o} > r_{t}\)) out of 100 items which were tried out. The valid and invalid items of each indicator are as follows:
<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Valid Items</th>
<th>Total</th>
<th>Invalid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying the meaning of word based on the context</td>
<td>1,2,3,6</td>
<td>4</td>
<td>4,5,7</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Stating the synonym of the word in the sentence</td>
<td>12,13</td>
<td>2</td>
<td>8,9,10,11</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Stating the antonym of the word in the sentence</td>
<td>15,17,19</td>
<td>3</td>
<td>14,16,18</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Replacing the word with the idiomatic expression which has similar meaning in the conversation</td>
<td>20,21,22,23,24</td>
<td>5</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Pronounce the words list correctly</td>
<td>52,55,56,58,59,60</td>
<td>6</td>
<td>51,53,54,57,62,63,65,66,67,71</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Pronounce of words list and mention the dissimilar pronunciation</td>
<td>61,62,63,64,65,68,69,70,72,73,74,75,76,77,78,80,82,84,86,90,97,98</td>
<td>12</td>
<td>66,67,71</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Arrange the jumbled letters into the correct word</td>
<td>76,77,78,80,82,84,86,90,97,98</td>
<td>10</td>
<td>79,81,83,85,87,88,89,91,92,93,94,95,96,97,99,100</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Making sentences by using the word form</td>
<td>27,29,30,31,32,33,34</td>
<td>7</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Making sentences by using the compound word</td>
<td>38,39,40</td>
<td>3</td>
<td>35,36,37,41,42</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Making sentences by using the collocate words</td>
<td>44,48,49,50</td>
<td>4</td>
<td>43,45,46,47</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total** | 56 | 44 |

3. The questionnaire of students’ learning interest.

   a. The item validity of questionnaire

   For analyzing the validity of the questionnaire of students’ learning interest, this research used the formula as follows:

   \[ \text{commit to user} \]
The result of \( r_o \) is compared with \( t \) (table) at the 95% level of significance. The item is valid if \( r_o > r_t \).

b. The reliability of questionnaire items

The reliability of questionnaire is analyzed with the following formula:

\[
r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum s_i^2}{S^2} \right)
\]

The result of \( r_{kk} \) is compared with \( t \) (table) at the 95% level of significant. The item is reliable if \( r_{kk} > r_t \).

The result of the analysis showed that there were 35 valid items \((r_o > r_t)\) out of 48 items which were tried out. The valid and invalid items of each indicator were as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Valid Items</th>
<th>Total</th>
<th>Invalid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students have consciousness in learning English</td>
<td>1,8,10,11,17,18,28,29,32</td>
<td>9</td>
<td>2,9,31</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Students have willingness toward English learning</td>
<td>12,19,30,33,34,35,36,37,38,39</td>
<td>10</td>
<td>16,20</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Students have pleasure in learning English</td>
<td>7,13,14,15,23,25,42,48</td>
<td>8</td>
<td>3,21,22,27</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Students have attention toward English learning</td>
<td>6,24,26,40,44,45,46,47</td>
<td>8</td>
<td>41,43,4,5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>35</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>
F. Technique of Analyzing the Data

After the data were collected, the data analysis was done to determine the effectiveness of the treatment and to test the research hypothesis. Before testing the research hypothesis, the sample analyzed first to know whether they were in normal distribution or not, and the data analyzed whether they were homogenous or not.

1. Normality of the Sample Distribution:

   a. \[ S = \sqrt{\frac{\sum X^2}{n - 1}} \]

   b. \[ z = \frac{X - \overline{X}}{s} \]

   c. \[ F \bar{z} \geq 0.5 - \text{Table}E \]

   d. \[ S \bar{z} \geq \frac{1}{n} \]

   d. \[ L_0 = F \bar{z} \geq S \bar{z} \]

   If \( L_0 \) is lower than \( L_i \), it can be concluded that the sample is in normal distribution.

2. Data Homogeneity:

   a. \[ S_1^2 = \frac{\sum X_1^2 - \sum X_1^2}{n - 1} \]

   b. \[ S_2^2 = \frac{\sum X_2^2 - \sum X_2^2}{n - 1} \]
c. \[ S_3^2 = \frac{\sum X_3^2 - \left( \frac{\sum X_3}{n} \right)^2}{n-1} \]

d. \[ S_4^2 = \frac{\sum X_4^2 - \left( \frac{\sum X_4}{n} \right)^2}{n-1} \]

e. \[ S^2 = \frac{\sum \sum (s_i - \bar{s})^2}{\sum \sum (s_i - \bar{s})} \]

f. \[ \log S^2 = \ldots \]

g. \[ B = \log s \sum (s_i - \bar{s}) \]

h. \[ \chi^2 = \ln 10 (H - \sum (s_i - \bar{s}) \log s_i^2) \]

To test the homogeneity of the population chi-square was used. If \( \chi^2 \) is lower than \( \chi^2 \) critical, it can be concluded that the data are homogeneous.

3. ANOVA Test

Testing the hypothesis in this research was done after getting the normality and homogeneity of the data by using ANOVA 2x 2 techniques, where there were two independent variables, STAD and Grammar Translation Method, and each variable had two levels or distinct value, high English learning interest and low English learning interest.

The steps of analyzing data were as follows:

a. The total sum of the squares

\[ \sum x_i^2 = \sum x_i^2 - \left( \frac{\sum x_i}{N} \right)^2 \]
b. The sum of squares between groups

\[ \sum x_b^2 = \left( \frac{\sum X_1}{n_1} \right)^2 + \left( \frac{\sum X_2}{n_2} \right)^2 + \left( \frac{\sum X_3}{n_3} \right)^2 + \left( \frac{\sum X_4}{n_4} \right)^2 - \frac{\sum X_1}{N} \]

c. The sum of squares within groups

\[ \sum x_w^2 = \sum X_i^2 - \sum x_b^2 \]

d. The between-columns sum of squares

\[ \sum x_{bc}^2 = \left( \frac{\sum X_{c1}}{n_{c1}} \right)^2 + \left( \frac{\sum X_{c2}}{n_{c2}} \right)^2 + \frac{\sum X_i}{N} \]

e. The between-rows sum of squares:

\[ \sum x_{br}^2 = \left( \frac{\sum X_{r1}}{n_{r1}} \right)^2 + \left( \frac{\sum X_{r2}}{n_{r2}} \right)^2 + \frac{\sum X_i}{N} \]

f. The sum-of-squares interaction:

\[ \sum x_{int}^2 = \sum x_b^2 - \left( \sum X_i^2 + \sum x_{br}^2 \right) \]

g. The number or degrees of freedom (df):

1) df for between-columns sum of squares : C – 1

2) df for between-rows of squares : R – 1

3) df for interaction : (C – 1)( R – 1)

4) df for between-groups sum of squares: G – 1

5) df for within-groups sum squares : \( \sum (n – 1) \)

6) df for total sum of squares : N – 1

Where:

C = the number of columns

R = the number of rows
G = the number of groups

N = the number of subject in all groups

n = the number of subject in one group

4. Tuckey Test

a. STAD is compared with Grammar Translation Method.

\[ q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{error variance}/n}} \]

b. Students having high learning interest are compared with students having low learning interest.

\[ q = \frac{\bar{X}_{r1} - \bar{X}_{r2}}{\sqrt{\text{error variance}/n}} \]

c. STAD is compared with Grammar Translation Method for the students having high learning interest.

\[ q = \frac{\bar{X}_{c1r} - \bar{X}_{c2r}}{\sqrt{\text{error variance}/n}} \]

d. STAD is compared with Grammar Translation Method for the students having low learning interest.

\[ q = \frac{\bar{X}_{c1r} - \bar{X}_{c2r}}{\sqrt{\text{error variance}/n}} \]

\[ q = \frac{\bar{X}_{c2r} - \bar{X}_{c1r}}{\sqrt{\text{error variance}/n}} \]

The analysis of the result of the computation is (1) \( q_0 \) is compared with \( q_t \), if \( q_0 > q_t \), the difference is significant; and (2) to know which one is better, the means are compared.
G. Statistical Hypotheses

In this research, the researcher proposed three hypotheses. These hypotheses were based on the formulation of the problems. They were:

1. The difference between STAD method ($A_1$) and grammar-translation method ($A_2$) to teach vocabulary to the first semester students of Peskam STAIN Samarinda.

   \[ H_0: \mu_{A1} = \mu_{A2} \]
   \[ H_a: \mu_{A1} > \mu_{A2} \]

2. The difference between students who have high learning interest ($B_1$) and those who have low learning interest ($B_2$).

   \[ H_0: \mu_{B1} = \mu_{B2} \]
   \[ H_a: \mu_{B1} > \mu_{B2} \]

3. Interaction between teaching methods used and students’ learning interest in teaching vocabulary to the first semester students of Peskam STAIN Samarinda.

   \[ H_0: AXB = 0 \]
   \[ H_a: AXB > 0 \]
REFERENCES


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Kamyab, in *File:///G:/STAD.htm*).


Mandar        Maju.


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(http://www.articlebase.com/language-articles/the-drawbacks-of-grammartranslation)
CHAPTER IV
THE RESULT OF THE STUDY

This chapter discusses the result of the study. The first thing to do after giving treatments to the sample is conducting the vocabulary test. It is intended to obtain the students’ scores as research data. The data obtained from the post test are analyzed to get the clear conclusion. The steps of analysis can be classified as follows: (1) Data description; (2) Data analysis; (3) Hypotheses testing; and (4) Discussion of the findings. These four steps can be classified and explained clearly as follows:

A. The Description of the Data

The students’ scores are distributed into 8 categories: (1) the scores of the students who are taught using STAD method ($A_1$); (2) the scores of those who are taught using Grammar Translation Method ($A_2$); (3) the score of those having high English learning interest ($B_1$); (4) the score of those having low English learning interest ($B_2$); (5) the score of those having high learning interest who are taught using STAD method ($A_1B_1$); (6) the scores of those having low learning interest who are taught using STAD method ($A_1B_2$); (7) the scores of those having high learning interest who are taught using Grammar Translation Method ($A_2B_1$); and (8) the scores of those having low learning interest who are taught using Grammar Translation Method ($A_2B_2$).
The description of the students’ scores in each category is as follows:

1. The scores of the students who are taught using STAD method \((A_1)\).


   The data description shows that the range of the scores is 21 up to 36. The mean is 28.20. The mode is 25. The median is 28, and the standard deviation is 4.38.

   The number of class used is 6 and the class interval is 3. Histogram and polygon are presented in table 4.1 and figure 4.1 (Appendix 9 and 10).

   **Table 4.1** The scores of the students taught using STAD Method

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint ((X_1))</th>
<th>Frequency ((f_1))</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 23</td>
<td>20.5-23.5</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>24 – 26</td>
<td>23.5-26.5</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>27 – 29</td>
<td>26.5-29.5</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>30 – 32</td>
<td>29.5-32.5</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>33 – 35</td>
<td>32.5-35.5</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>36 – 38</td>
<td>35.5-38.5</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

   **Figure 4.1** The histogram and polygon of the scores of students taught using STAD method.

   *commit to user*
2. The scores of the students who are taught using GTM ($A_2$)


The data description shows that the range of the scores is 20 up to 32, the mean is 26.03, the modes are 26 and 28, the median is 26, and the standard deviation is 3.08. The number of class used is 5 and the class interval is 3. Histogram and polygon are presented in table 4.2 and figure 4.2 (Appendix 9 and 10).

**Table 4.2** The scores of the students taught using GTM

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint ($X_1$)</th>
<th>Frequency ($f_1$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 22</td>
<td>19.5 – 22.5</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>23 – 25</td>
<td>22.5 – 25.5</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>26 – 28</td>
<td>25.5 – 28.5</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>29 – 31</td>
<td>28.5 – 31.5</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>32 – 34</td>
<td>31.5 – 34.5</td>
<td>33</td>
<td>1</td>
</tr>
</tbody>
</table>

**Figure 4.2** The histogram and polygon of the scores of the students taught using GTM.
3. The scores of the students having high learning interest ($B_i$)

The students’ correct answers are: 34 36 35 34 32 31 32 33 32 34 27 30 30 29 28 28 30 26 25 24 26 23 25 24 20 21 22 21 22.

The data description shows that the range of the scores is 20 up to 36, the mean is 28.13, the modes are 28, 30, 32 and 34, the median is 28.5, and the standard deviation is 4.67. The number of class used is 6 and the class interval is 3. Histogram and polygon are presented in Table 4.3 and figure 4.3 (Appendix 9 and 10).

Table 4.3 The scores of the students having high learning interest.

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Frequency ($f_1$)</th>
<th>Midpoint ($X_1$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 22</td>
<td>19.5 - 22.5</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>23 – 25</td>
<td>22.5 - 25.5</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>26 – 28</td>
<td>25.5 - 28.5</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>29 – 31</td>
<td>28.5 - 31.5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>32 – 34</td>
<td>31.5 - 34.5</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>35 – 37</td>
<td>34.5 - 37.5</td>
<td>2</td>
<td>36</td>
</tr>
</tbody>
</table>

Figure 4.3 The histogram and polygon of the scores of the students having high learning interest.
4. The scores of the students having low learning interest $B_2$


The data description shows that the range of the scores is 21 up to 32, the mean is 26.10, the modes are 26, 27, and 28, the median is 26, and the standard deviation is 2.67. The number of class used is 6 and the class interval is 2. Histogram and polygon are presented in table 4.4 and figure 4.4 (Appendix 9 and 10).

Table 4.4 The scores of the students having low learning interest.

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Frequency ($f_1$)</th>
<th>Midpoint ($X_1$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 22</td>
<td>21.5</td>
<td>3</td>
<td>21.5</td>
</tr>
<tr>
<td>23 – 24</td>
<td>23.5</td>
<td>5</td>
<td>23.5</td>
</tr>
<tr>
<td>25 – 26</td>
<td>25.5</td>
<td>9</td>
<td>25.5</td>
</tr>
<tr>
<td>27 – 28</td>
<td>27.5</td>
<td>8</td>
<td>27.5</td>
</tr>
<tr>
<td>29 – 30</td>
<td>29.5</td>
<td>3</td>
<td>29.5</td>
</tr>
<tr>
<td>31 – 32</td>
<td>31.5</td>
<td>2</td>
<td>31.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.4 The histogram and polygon of the scores of the students having low learning interest.
5. The scores of the students having high learning interest who are taught using STAD method \((A_1B_1)\).

The students’ correct answers are: 34 36 35 34 32 31 32 33 32 34 29 30 30 29 28.

The data description shows that the range of the scores is 28 up to 36, the mean is 31.93, the modes are 32 and 34, the median is 32, and the standard deviation is 2.40. The number of class used is 5 and the class interval is 2. Histogram and polygon are presented in table 4.5 and figure 4.5 (Appendix 9 and 10).

Table 4.5 The scores of the students having high learning interest taught using STAD method.

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint ((X_1))</th>
<th>Frequency ((f_1))</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-29</td>
<td>27.5-29.5</td>
<td>28.5</td>
<td>3</td>
</tr>
<tr>
<td>30-31</td>
<td>29.5-31.5</td>
<td>30.5</td>
<td>3</td>
</tr>
<tr>
<td>32-33</td>
<td>31.5-33.5</td>
<td>32.5</td>
<td>4</td>
</tr>
<tr>
<td>34-35</td>
<td>33.5-35.5</td>
<td>34.5</td>
<td>4</td>
</tr>
<tr>
<td>36-37</td>
<td>35.5-37.5</td>
<td>36.5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Figure 4.5 The histogram and polygon of the scores of the students having high learning interest taught using STAD Method.
6. The scores of the students having low learning interest who are taught using STAD method \((A_1B_2)\).

The students’ score are: 28  25  27  26  25  27  25  23  21  23  24  22  22  24

The data description shows that the range of the scores is 21 up to 28, the mean is 24.47, the mode is 25, the median is 25, and the standard deviation is 2.03. The number of class used is 5 and the class interval 2. Histogram and polygon are presented in table 4.6 and figure 4.6 (See appendix 9 and 10).

**Table 4.6** The scores of the students having low learning interest who are taught using STAD

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class boundaries</th>
<th>Midpoint ((X_i))</th>
<th>Frequency ((f_i))</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 21</td>
<td>19.5 – 21.5</td>
<td>20.5</td>
<td>1</td>
</tr>
<tr>
<td>22 – 23</td>
<td>21.5 – 23.5</td>
<td>22.5</td>
<td>4</td>
</tr>
<tr>
<td>24 – 25</td>
<td>23.5 – 25.5</td>
<td>24.5</td>
<td>6</td>
</tr>
<tr>
<td>26 – 27</td>
<td>25.5 – 27.5</td>
<td>26.5</td>
<td>3</td>
</tr>
<tr>
<td>28 – 29</td>
<td>27.5 – 29.5</td>
<td>28.5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Figure 4.6** The histogram and polygon of the scores of the students having low learning interest taught using STAD.
7. The scores of the students having high learning interest who are taught using GTM method ($A_2B_1$)

The students’ score are: 28 28 30 26 25 24 26 23 25 24 20 21 22 21 22

the data description shows that the range of the scores is 20 up to 30, the mean is 24.33, the modes are 21, 22, 24, 25, 26, 28, the median is 24, and standard deviation is 2.92. The number of class used is 4 and the class interval is 3. Histogram and polygon are presented in table 4.7 and figure 4.7 (See appendix 9 and 10).

Table 4.7 The scores of the students having high learning interest taught using GTM.

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint ($X_1$)</th>
<th>Frequency ($f_1$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-22</td>
<td>19.5-22.5</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>23-25</td>
<td>22.5-25.5</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>26-28</td>
<td>25.5-28.5</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>29-31</td>
<td>28.5-31.5</td>
<td>30</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 4.7 The histogram and polygon of the scores of the students having high learning interest taught using GTM.
8. The scores of the students having low learning interest who are taught using GTM ($A_2B_2$).

The students’ score are: 28 31 30 32 29 28 29 27 26 26 24 25 26.

The data description shows that the range of the scores is 24 up to 32, the mean is 27.73, the mode are 26 and 28, the median is 28, and the standard deviation is 2.22. The number of class used is 5 and class interval is 2. Histogram and polygon are presented in table 4.8 and figure 4.8 (See appendix 9 and 10).

**Table 4.8** The score of the students having low learning interest taught using GTM

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint ($X_1$)</th>
<th>Frequency ($f_i$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-25</td>
<td>23.5-25.5</td>
<td>24.5</td>
<td>2</td>
</tr>
<tr>
<td>26-27</td>
<td>25.5-27.5</td>
<td>26.5</td>
<td>5</td>
</tr>
<tr>
<td>28-29</td>
<td>27.5-29.5</td>
<td>28.5</td>
<td>5</td>
</tr>
<tr>
<td>30-31</td>
<td>29.5-31.5</td>
<td>30.5</td>
<td>2</td>
</tr>
<tr>
<td>32-33</td>
<td>31.5-33.5</td>
<td>32.5</td>
<td>1</td>
</tr>
</tbody>
</table>

| 15           |

**Figure 4.8** The histogram and polygon of the scores of the students having low learning interest taught using GTM.
B. Data Analysis

1. Normality

Before analyzing the data for testing the hypotheses, the researcher analyzes the normality and homogeneity of the data. The following is the summary of normality of the sample distribution (Appendix 11).

Table 4.9 The summary of the normality of the sample distribution

<table>
<thead>
<tr>
<th>NO</th>
<th>DATA</th>
<th>NUMBER OF SAMPLE</th>
<th>Lₐ</th>
<th>Lᵦ</th>
<th>ALPHA</th>
<th>DISTRIBUTION OF SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A₁</td>
<td>30</td>
<td>0.134</td>
<td>0.161</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
<tr>
<td>2</td>
<td>A₂</td>
<td>30</td>
<td>0.072</td>
<td>0.161</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
<tr>
<td>3</td>
<td>B₁</td>
<td>30</td>
<td>0.082</td>
<td>0.161</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
<tr>
<td>4</td>
<td>B₂</td>
<td>30</td>
<td>0.092</td>
<td>0.161</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
<tr>
<td>5</td>
<td>A₁B₁</td>
<td>15</td>
<td>0.121</td>
<td>0.22</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
<tr>
<td>6</td>
<td>A₁B₂</td>
<td>15</td>
<td>0.131</td>
<td>0.22</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
<tr>
<td>7</td>
<td>A₂B₁</td>
<td>15</td>
<td>0.119</td>
<td>0.22</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
<tr>
<td>8</td>
<td>A₂B₂</td>
<td>15</td>
<td>0.119</td>
<td>0.22</td>
<td>0.05</td>
<td>NORMAL</td>
</tr>
</tbody>
</table>
2. Homogeneity

After analyzing the normality of the sample distribution, the researcher analyzes the homogeneity of the data. The following is the analysis of the data homogeneity (Appendix 12).

Table 4.10  Data homogeneity

<table>
<thead>
<tr>
<th>NO</th>
<th>$X_1$</th>
<th>$X_1^2$</th>
<th>$X_2$</th>
<th>$X_2^2$</th>
<th>$X_3$</th>
<th>$X_3^2$</th>
<th>$X_4$</th>
<th>$X_4^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>1225</td>
<td>28</td>
<td>784</td>
<td>30</td>
<td>900</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>1296</td>
<td>27</td>
<td>729</td>
<td>28</td>
<td>784</td>
<td>31</td>
<td>961</td>
</tr>
<tr>
<td>3</td>
<td>34</td>
<td>1156</td>
<td>27</td>
<td>729</td>
<td>28</td>
<td>784</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>4</td>
<td>34</td>
<td>1156</td>
<td>26</td>
<td>676</td>
<td>26</td>
<td>676</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>5</td>
<td>34</td>
<td>1156</td>
<td>25</td>
<td>625</td>
<td>26</td>
<td>676</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>6</td>
<td>33</td>
<td>1089</td>
<td>25</td>
<td>625</td>
<td>25</td>
<td>625</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>1024</td>
<td>25</td>
<td>625</td>
<td>25</td>
<td>625</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>1024</td>
<td>25</td>
<td>625</td>
<td>24</td>
<td>576</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>1024</td>
<td>24</td>
<td>576</td>
<td>24</td>
<td>576</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>10</td>
<td>31</td>
<td>961</td>
<td>24</td>
<td>576</td>
<td>23</td>
<td>529</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>11</td>
<td>30</td>
<td>900</td>
<td>23</td>
<td>529</td>
<td>22</td>
<td>484</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>12</td>
<td>30</td>
<td>900</td>
<td>23</td>
<td>529</td>
<td>22</td>
<td>484</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>13</td>
<td>29</td>
<td>841</td>
<td>22</td>
<td>484</td>
<td>21</td>
<td>441</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>14</td>
<td>29</td>
<td>841</td>
<td>22</td>
<td>484</td>
<td>21</td>
<td>441</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>15</td>
<td>28</td>
<td>784</td>
<td>21</td>
<td>441</td>
<td>20</td>
<td>400</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>$\Sigma$</td>
<td>479</td>
<td>15377</td>
<td>367</td>
<td>9037</td>
<td>365</td>
<td>9001</td>
<td>416</td>
<td>11606</td>
</tr>
</tbody>
</table>

\[
\chi^2 = (\ln 10) B - \sum n_i - 1 \log s_i^2
\]

\[
= \log s^2 \sum t_i - 1 \approx 3.026 \times 2.91119 - 42.00326 \geq 2.0906
\]

Because $\chi^2_0 (2.091)$ is lower than, $\chi^2_{0.95(3)} (7.81)$ it can be concluded that the data are homogeneous.
C. Hypothesis Testing

1. ANOVA test (Multifactor Analysis of Variance)

Testing hypothesis can be done after the data are normal and homogeneous through normality and homogeneity test. Furthermore, the data analysis must be conducted systematically in order that the result of the analysis is scientifically accepted. This analysis is meant to answer the problem as follows: (1) which one is more effective, Teaching vocabulary using STAD method or using GTM to the first semester students of Peskam STAIN Samarinda?; (2) who have better vocabulary mastery, students with high learning interest or those having low learning interest?; (3) Is there any interaction between methods and learning interest?

To answer the above problems, the researcher analyzes the data using multifactor analysis of variance (Appendix 13).

Table 4.11  The summary of a 2 x 2 multifactor analysis of variance

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F_o</th>
<th>F_1(0.05)</th>
<th>F_1(0.01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (Teaching methods)</td>
<td>70.4167</td>
<td>1</td>
<td>70.4167</td>
<td>12.06158</td>
<td>4.08</td>
<td>7.31</td>
</tr>
<tr>
<td>Between rows (Learning interest)</td>
<td>62.0167</td>
<td>1</td>
<td>62.0167</td>
<td>10.62276</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns by rows (Interaction)</td>
<td>442.8167</td>
<td>1</td>
<td>442.8167</td>
<td>75.84951</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>575.25</td>
<td>3</td>
<td>191.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>326.9333</td>
<td>56</td>
<td>5.838095</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>902.1833</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the summary of a 2 x 2 Multifactor Analysis of Variance, it can be concluded that:

1. F₀ between columns (12.06) is higher than F₁ (4.08) at the level of significance (α) = 0.05 and F₁ (7.31) at the level of significance (α) = 0.01, so the difference between columns is significant. It can be concluded that teaching vocabulary using STAD method to the first semester students of Peskam STAIN Samarinda is significantly different from the one using GTM. The mean score of students who are taught using STAD (28.20) is higher than the mean score of students who are taught using Grammar Translation Method (26.03). It means that teaching vocabulary using STAD method is more effective than the one using GTM for the first semester students of Peskam STAIN Samarinda.

2. F₀ between rows (10.62) is higher than F₁ (4.08) at the level of significance (α) = 0.05 and F₁ (7.31) at the level of significance (α) = 0.01, so the difference between rows is significant. It can be concluded that the achievement of students who have high and those who have low learning interest are significantly different. The mean score of the students having high learning interest (28.13) is higher than the one of those having low learning interest (26.10). It means that the vocabulary achievement of the students having high learning interest is better than the one of those having low learning interest.

3. F₀ interaction (75.85) is higher than F₁ (4.08) at the level of significance (α) = 0.05 and F₁ (7.31) at the level of significance (α) = 0.01, so there is interaction between the two variables, the teaching methods and learning interest to teach vocabulary.
2. Tuckey Test

After using multifactor analysis of variance, the researcher analyzes the data using Tuckey test. The following is analysis of the data using Tuckey test (Appendix 14).

<table>
<thead>
<tr>
<th>Cells</th>
<th>STAD</th>
<th>Grammar Translation Method</th>
<th>$q_0$</th>
<th>$q_1$</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - A2</td>
<td>4.91</td>
<td></td>
<td>2.89</td>
<td>3.89</td>
<td>Significant</td>
</tr>
<tr>
<td>B1 - B2</td>
<td>4.61</td>
<td></td>
<td>2.89</td>
<td>3.89</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B1 - A2B2</td>
<td>12.18</td>
<td></td>
<td>3.01</td>
<td>4.17</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B2 - A2B2</td>
<td>5.24</td>
<td></td>
<td>3.01</td>
<td>4.17</td>
<td>Significant</td>
</tr>
</tbody>
</table>

a. STAD is compared with Grammar Translation Method.

\[
q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{error variance}/n}} = \frac{28.20 - 26.03}{\sqrt{5.838095/30}} = \frac{2.17}{0.4411} = 4.91
\]

From the computation above, it can be concluded that $q_0$ (4.91) is higher than $q_1$ (2.89) at the level of significance $\alpha = 0.05$.

b. Students having high learning interest are compared with students having low learning interest.

\[
q = \frac{\bar{X}_{r1} - \bar{X}_{r2}}{\sqrt{\text{error variance}/n}} = \frac{28.13 - 26.10}{\sqrt{6.0167/30}} = \frac{2.03}{0.4411} = 4.61
\]

commit to user
From the computation above, it can be concluded that $q_o (4.61)$ is higher than $q_t (2.89)$ at the level of significance $\alpha = 0.05$

c. STAD is compared with Grammar Translation Method for the students having high learning interest.

$$q = \frac{X_{cl1} - X_{cl2}}{\sqrt{\text{error variance}/n}} = \frac{31.93 - 24.33}{\sqrt{\frac{6.0167}{15}}} = \frac{7.6}{0.6239} = 12.18$$

From the computation above, it can be concluded that $q_o (12.18)$ between columns (HI) is higher than $q_t (3.01)$ at the level of significance ($\alpha$) = 0.05.

d. STAD is compared with Grammar Translation Method for the students having low learning interest.

$$q = \frac{X_{cl1} - X_{cl2}}{\sqrt{\text{error variance}/n}} \quad \text{or} \quad q = \frac{X_{cl2} - X_{cl1}}{\sqrt{\text{error variance}/n}}$$

$$= \frac{27.73 - 24.47}{\sqrt{\frac{6.0167}{15}}} = \frac{3.27}{0.6239} = 5.24$$

From the computation above, it can be concluded that $q_o (LI) (5.24)$ is higher than $q_t (3.01)$ at the level of significance 0.05.
From the summary of Tuckey test, it can be concluded that:

1. Because $q_o$ between columns (4.91) is higher than $q_t$ (2.89) at the level of significance ($\alpha$) = 0.05, the difference between columns is significant. It can be concluded that teaching vocabulary using STAD method to the first semester students of Peskam STAIN Samarinda significantly differs from teaching vocabulary using GTM. The mean score of students taught using STAD method (28.20) is higher than the one of those taught using GTM (26.03). It means that teaching vocabulary using STAD method to the first semester students of Peskam STAIN Samarinda is more effective than the one using Grammar Translation Method.

Based on this result ($q_o > q_t$) (4.91 > 2.89) and the result of ANOVA ($F_o > F_t$) (12.06 > 4.08) at the level of significance ($\alpha$) = 0.05, $H_0$ is rejected and $H_1$ which states that STAD method is more effective than GTM to teach vocabulary is accepted.

2. Because $q_o$ between rows (4.61) is higher than $q_t$ (2.89) at the level of significance ($\alpha$) = 0.05, the difference between rows is significant. It can be concluded that the difference between the students having high learning interest and those having low learning interest is significant. The mean score of students who have high learning interest (28.13) is higher than that of the students who have low learning interest (26.10). It means that the students having high learning interest have better achievement than those who have low learning interest.
Based on this result \((q_0 > q_t)\) \((4.61 > 2.89)\) and the result of ANOVA \((F_0 > F_t)\) \((10.62 > 4.08)\) at the level of significance \((\alpha) = 0.05\), \(H_0\) is rejected and \(H_1\) which states that students having high learning interest have better vocabulary mastery than students having low learning interest is accepted.

3. Because \(q_0\) between columns (HI) \((12.18)\) is higher than \(q_t\) \((3.01)\) at the level of significance \((\alpha) = 0.05\), the difference between columns is significant. It can be concluded that the vocabulary mastery of students with high learning interest who are taught using STAD method is different from that of those who are taught using GTM. The mean score of the students having high learning interest taught using STAD method \((31.93)\) is higher than that of those having high learning interest taught using GTM \((24.33)\). It can be concluded that teaching vocabulary using STAD method to the students having high learning interest is more effective than using GTM.

4. Because \(q_0\) between columns (LI) \((5.24)\) is higher than \(q_t\) \((3.01)\) at the level of significance \((\alpha) = 0.05\), the difference between using STAD method and GTM for teaching vocabulary to the students having low learning interest is significant. The mean score of the students having low learning interest taught using STAD method \((24.47)\) is lower than that of those having low learning interest taught using GTM \((27.73)\). It can be concluded that teaching vocabulary using GTM method to the students having low learning interest is more effective than those having low learning interest taught using STAD.
5. Based on the result of point 3 and 4, STAD method is more effective to teach vocabulary than GTM for students having high learning interest and GTM is more effective to teach vocabulary than STAD for students having low learning interest, it can be concluded that there is an interaction between the teaching methods and the students’ learning interest in teaching vocabulary, and based on the result of ANOVA \( (F_o > F_t) \) \( (75.85 > 4.08) \), \( H_o \) is rejected and \( H_1 \) which states that there is interaction between teaching Methods and learning interest in teaching vocabulary is accepted.

D. The Discussion of the Result of the Study

The followings are the discussions of the research finding:

1. There significant difference between teaching vocabulary using STAD method and using Grammar Translation Method.

   STAD method is group learning model which emphasizes on group members’ collaboration in mastering the learning materials. The group has responsibility in tutoring their members, and/or sharing knowledge each other. Teaching vocabulary using STAD method is able to arouse the students’ involvement in teaching learning process, students are encouraged to involve during the group learning activity. In group learning, the students’ motivation is called to contribute for their success team. Furthermore, the students can easily master and memorize
the lack of new words and their form through their interaction in team, each student show their enthusiastic in learning process and they are much interested in learning vocabulary. As a result, their vocabulary achievement can surely be improved optimally. O’Donnel, (1999: 23) states use small-group discussion is an effective way for encouraging all students to participate. When the teacher teaches by using STAD method, the class atmosphere changes into a better one and the students are much more interested in the teaching and learning process. Each student contributes in positive competition among the teams during the learning process. They individually in team try hard to do their best to be a great team by carefully paying attention to their team work. In the class learning activity, students gain more from a class discussion when they actively participate in it, and they are more likely to speak openly when their audience is a handful of classmates rather than the class as a whole. It is supported by Moras (2001: 3), working in groups help fostering learning independence, and especially in vocabulary work, learners can share knowledge and ask the others to explain unknown items.

Otherwise, GTM method is a classical method, focusing on grammatical rules, memorization of vocabulary, translation of text and doing exercises. Prator and Celce – Murcia in Brown (1979: 3) state that there are some major characteristics of Grammar Translation Method, namely: (1) classes are taught in the mother tongue, with little active use of the target language; (2) much of vocabulary is taught in the form of lists of isolated words; (3) long, elaborate
explanations of the intricacies of grammar given; and (4) grammar provides the rules for putting words together and instruction often focuses on the form and inflection of words. In teaching vocabulary by using GTM, students tend to focus on the translation of word based on dictionary usage, less consider about their application in real life. Therefore, STAD is more effective than GTM to teach vocabulary.

2. The vocabulary achievement of the students with high learning interest is better than the one of those with low learning interest. The students who have high learning interest have better vocabulary achievement than those who have low learning interest. Students who have high learning interest are indicated always active, creative, curious, having good participation in the teaching and learning process. They have their own spirit and motivation to study for getting their best competency and skill, otherwise, because of their curiosity, they like to have a challenging activity in learning vocabulary. According to Hurlock (1983: 420), the interest will add enjoyment to any activity that the individual engages in. If students are interested in an activity, the experiences will be far more enjoyable than if they are bored. Students’ interest toward learning English is very important. Their learning interest influences their achievement in learning English. The students having low learning interest are indicated, such as: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. The teacher identify that the students with low learning interest are reluctant to actively participate in the teaching and learning process.
during the class session. They lazily involve in the class discussion. They do not have enough intention in learning vocabulary. Markshefels (1969: 73) states interest is something that implies or motivates the learner to strive for a particular goal. That is why they cannot improve their lack of vocabulary optimally. Thus, it can be concluded that the students having high learning interest have better vocabulary achievement than those having low learning interest.

3. There is an interaction between teaching methods and learning interest

STAD method is more effective than GTM to teach vocabulary for the students having high learning interest. The method emphasizes on mastering the material through students-centered in the form of small group learning. When the STAD method is applied in the vocabulary class, the students are much more interested in the learning process. They feel that the learning method used is a media to explore their interest toward English learning. They are more likely to speak openly in their teams. According to Ur (1996: 17), the group-discussion method is firstly, increasing depth of understanding; secondly, enhancing motivation and generating greater involvement; thirdly, developing positives attitudes toward later material presented in the lesson; fourthly, developing problem-solving skill, and practical problem.

Students with high learning interest have some characteristics: cooperative, self-confident, responsible, leadership, and positive thinking. Students-centered learning should be owned by the students with high learning interest. They are challenged to do the best thing in group learning, not only for their personal goal...
but also their team achievement. Additionally, students believe that group learning improves their relationships with other students. Student can share what they have had and get something new from their group environment. The students with high learning interest are more active in teaching and learning process, they have bravery to consult their learning problem to their teacher. They are also brave to answer teacher’s question whenever they are asked or not, they also have strong intention in learning activity, therefore, it makes them understand the lesson easily. Elliot and friends (2000: 349) state that interest occurs when a student’s needs, capacities, and skills are good match for the demands offered by particular activity. The application of STAD method in the vocabulary class can arouse the students’ learning interest. Each student interacts with the teammates and they feel responsible to themselves or the other especially in helping their group member in facing material given. When the students’ learning interest is high, it is expected that they can improve their competence and achievement optimally. Therefore, STAD method is effective to teach vocabulary for students who have high learning interest.

GTM method is more effective than STAD for the students having low interest. GTM is focused on learning grammar rules and their application in translating texts from one language into the other. Vocabulary is presented mainly through direct translation from the native language and memorization. Prator and Celce-Murcia in Brown (1979: 3) state that GTM method is a classical method,
focusing on grammatical rules, memorization of vocabulary, translation of text, and doing written exercises.

The students who have low learning interest have some characteristics, such as: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. They tend to regard that the easier way in mastering a set of English words and their roles are by translating them into their mother tongue. The students tend to focus on the meaning of each word and memorize them personally rather than its application in real life. The students' involvement in the learning process depends on their willingness to understand the subject of the lesson. Students who have low learning interest in a subject learn less effectively than students who are engaged (Fischer & Horstendahl, 1997). Therefore, GTM is more effective than STAD method to teach vocabulary for the students who have low learning interest.

Thus, it can be concluded that there is interaction between teaching methods and students' interest for teaching vocabulary.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the previous description of the data analysis, the writer can state the findings are as follows:

1. STAD method is more effective than Grammar Translation Method to teach vocabulary for the first semester students of Peskam STAIN Samarinda in the academic year of 2011/2012.

2. Students having high learning interest have better vocabulary mastery than students having low learning interest in the first semester students of Peskam STAIN Samarinda.

3. There is interaction between teaching methods and learning interest in teaching vocabulary for the first semester students of Peskam STAIN Samarinda in academic year 2011/2012.

Based on the research findings, the conclusion is that the STAD method is an effective teaching method for teaching vocabulary to the first semester students of Peskam STAIN Samarinda. It implies that STAD method is able to attract the students to be more active in the teaching and learning process and also arises their capability in mastering the vocabulary.
B. Implication

The result of the research implies that STAD method is a very effective teaching method for teaching vocabulary to the first semester students of Peskam STAIN Samarinda.

STAD method is one of the teaching methods requiring highly students’ interest in learning. Through group learning, the students’ interaction, they have opportunities to communicate and work in team on problems and projects that assure both positive interdependence and individual accountability. Positive interdependence here means students interact to help each other accomplish the task and promote each other’s success, while individual accountability means each member contributes to the group’s work. Using STAD method can trigger the student’s interest. Besides, the teacher also needs to make good preparations in teaching students by using STAD method. The teacher should assign the equal teams to make the group learning runs effectively. By using STAD method, the lesson is expected to be successful and meaningful.

STAD method is more effective to teach vocabulary than GTM for students having high learning interest and GTM is more effective to teach vocabulary than STAD for students having low learning interest. It means there is interaction between teaching methods and students’ learning interest for teaching vocabulary.
The implementation of STAD method and GTM depends on the students’ learning interest. Students with high learning interest need a challenging learning method and STAD method is the appropriate one. The active students will work with this method. Meanwhile, students with low learning interest find the pleasure and the ease in learning process when they are taught using GTM, therefore, GTM is suitable used to teach the students with low learning interest. In the application of the method for both, students with high and low learning interest in a class, it is better for the teacher to combine both methods in purpose to avoid students’ boredom and elaborate students’ learning interest in a variety of ways.

C. Suggestion

Based on the result of the research, some suggestions are given to the teacher, students, and future researcher as follows:

1. For the teacher

Teacher should apply STAD method for teaching vocabulary to improve students’ vocabulary mastery and to improve the atmosphere of the teaching and learning process. The teaching method will affect to the students’ learning interest. The students will be much more interested in learning English if the method used by teacher is enjoyable. The more the students enjoy learning English, the more they easily understand the material given. When the STAD is applied in the learning process, the class atmosphere will be more interesting, the students are more communicative, interact each other in the small group learning. With the teachers’
role as a monitor and observer, the group learning activities run optimally. Therefore, it is better for teachers to apply the STAD method in the teaching and learning activity.

2. For the students

The students learn English in different ways, in STAD method they interact with the teammates with different academic performance, sex, race, and ethnicity but with the same goal. In group learning, students have the same chance to arise their own learning, they feel getting the advantages from their differences. They share knowledge dealing with the task. They can easily understand the task together. Brainstorming the ideas from each other to solve the problem related to the material. The material is more easily understood since they discuss it communicatively. So, the students can use the group learning to improve their competence in English, take the opportunity in small group discussion to express the idea, absorb the knowledge through the teammates, and interact with the classmates through the positive competition.

3. For other researchers

a. The researchers can use the result of this study as a starting point for further research in the same field.

b. The researchers can also use it as a reference for other studies in different fields.