THE USE OF STAD IN IMPROVING STUDENTS’ VOCABULARY
MASTERY AT THE FIFTH GRADE OF SD NEGERI TUGU 120 JEBRES
SURAKARTA

BY:
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A THESIS
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"Bismillahir Rahmanir Rahim"

"DENGAN MENYEBUT NAMA ALLAH YANG MAHA PENGASIH LAGI MAHA PENYANYANG"

(A.Q SURAH AL-FATIHAH 1)
DEDICATION

THIS THESIS IS DEDICATED FOR:

❤  MY BELOVED FATHER AND MOTHER
ACKNOWLEDGEMENT

The writer says alhamdullilah to Allah SWT since the writer can finish this thesis. The writer would be grateful to Allah SWT that has given chance to write and finish this thesis. In finishing this thesis, the writer got difficulties, nonetheless many helps come to finish this thesis. Regarding the completion of this thesis, the writer would also like to express her high gratitude to:

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realizes that this thesis is still far from being perfect. Any criticism from the readers for the improvement to this thesis will be gratefully accepted.

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Nurul Fitria Sari
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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an International language that the most learned in many countries all over the world. It is used in many fields of job, for example; computers, banking, companies, etc. Thus, English is necessary to reach success in many fields of job. People are demanded to be able to communicate in English fluently, both in oral and written. Moreover, many companies and institutions require their employees to have English competency. Therefore, English has been given in elementary schools.

The Indonesian National Education Department has included the English into curriculum in elementary school. The purposes of giving English since elementary school are to motivate the students in learning English and to prepare their English skill.

The students of elementary school learn English from simple things. In elementary school, the students start to develop their English skill by learning vocabulary and many kinds of activities closely related to the four basic skills in English: writing, reading, speaking and listening.

Vocabulary is basic in learning English because it is used in each skill of English for example; vocabulary is needed by students to understand the meaning in reading a text. Moreover, the learners may not understand what they have heard if they lack vocabulary. Dealing with this, McCarthy (1990: viii) states that the biggest component of any language course is vocabulary. It means that learning vocabulary in elementary school is fundamental in learning English.

However, teaching English vocabulary to elementary school’s pupils is not easy because as the foreign language, it is different from the mother tongue in the pronunciation of the words. From preliminary observation that the writer did in SD Negeri Tugu 120 Jebres Surakarta, she finds that firstly, the fifth grade students are heterogeneous. It means that their levels of intelligence are different;
there are high, middle and low intelligence and their behaviors in class differ each other. It is common in the class but if the teacher can not control the situation in the class, it will make bad atmosphere in the class. It can be seen from their motivation in joining the lesson. Most of the students have motivation to learn vocabulary. When they are studying in the class, they pay attention to their teacher and ask to the teacher whether there are any difficulties of the words. When the teacher gives them a task, they complete their task. However, when the teacher gives opportunities to answer the questions, it is just several students who want to answer it. Most of them wait their friends to answer. From this situation, it can be concluded that some of the students mastering the materials want to show their ability in the class. They will get compliments from the teacher and they will be happy. It is different for the lack students who do not master the materials, they will choose to wait their friends answering the questions. Even, some students are passive in joining the English lesson, they have conversation or they do not pay attention to the teacher. Although their characteristics are different, they like to work together. It was seen, when the teacher gives a task, they choose to discuss it with their classmates. Secondly, their vocabularies are poor. They have difficulties to memorize the vocabulary. Although the teacher has repeated the words but the students often forget the meanings of the words. Students often forget because the words are hard to remain, for example when students face words such as “arrange” or “bookshelf”. The arrangement words are complex to them. They have to remember the words which consists confused letters. Moreover, they get difficulty in spelling these words because the pronunciation is different from the spelling of the words, it makes them confused too. In addition, they face a problem in building sentences. They can not make a very simple English sentence. It is seen when the teacher asks them to complete the dialog or make very simple sentences based on pictures. Nonetheless, they can grasp the meanings of simple vocabulary because the teacher gives them examples such as real objects or pictures hence the usage of vocabulary can be understood easily by them. From the observation, the system of teaching and learning process is still competitive, thus the students who have good ability and courage will perform their ability in
front of the class. However, the students who do not master the material choose to be listeners.

Due to the facts, in this research, the writer brings forward the way of teaching vocabulary by using STAD (Student Team Achievement Division), it is a method in cooperative learning. Cooperative learning is not a new method in education world. There are several reasons why cooperative learning is used in school. Slavin (2005, 4-5) states STAD can help students to reach achievement in the class. The other positive impacts are accepting the lack of intelligence students in the class and increasing the self-respect. The other reason is growing the consciousness that students need learning to think, solve problems, integrate and apply their ability and knowledge. It can be applied in the heterogeneous class with different level of intelligence. Learning using STAD can help the differences turn into learning the materials, they are not as problems.

STAD is one of the methods in cooperative learning and it is an old method. Slavin (2005, 12) says that the point of STAD is to motivate students in supporting and helping among students in a group to learn the materials from the teacher. From the statement above it can be seen that STAD can be one of the methods in teaching learning process because students like working together and they feel comfortable when they are among their friends. Slavin adds (2005, 12) in this method, students have to help their group so that they can get a “certificate” (like reward for the best team), so each student has responsibility to make their groups to be super group. From working together, students are expected to have a good relationship with the others, build their confidence and understand what they have learnt. When students think that learning vocabulary is fun, it will make them realize that learning is not hard and difficult.

Since the students of SD Negeri Tugu 120 Jebres have the problems in learning vocabulary, STAD can help them to learn it. The reason is they can work and learn together. It increases their motivation to study because they can ask or solve their problem with their friends. Automatically, when they find difficult words, they are able to discuss and share each other.
Based on the description above, the writer would like to conduct an action research in SD Negeri Tugu 120 Jebres, Surakarta in order to improve the students’ vocabulary mastery by using STAD. The research is entitled: “THE USE OF STAD IN IMPROVING STUDENTS’ VOCABULARY MASTERY AT THE FIFTH GRADE OF SD NEGERI TUGU 120 JEBRES SURAKARTA”

B. Problem Limitation
The writer wants to focus on how to improve students’ vocabulary mastery through STAD in SD Negeri Tugu 120 Jebres Surakarta.

C. Problem Statement
The problems that will be answered in the research are:
1. Does and to what extent the use of STAD can improve the students’ vocabulary mastery in learning English at the fifth grade of elementary school?
2. What happens in the class when STAD is used to improve students’ vocabulary mastery?

D. The Objective of the Study
This research is aimed at improving vocabulary mastery of the students of SD Negeri Tugu 120 Jebres Surakarta through STAD.

E. The Benefit of the Study
The research is hoped to be give some benefits for both the teacher and the students. For the teacher, her problems that she faced in the classroom can be solved. Moreover, she has an effective method in teaching vocabulary to her students. For the students, they get an enjoyable situation in learning English. They do not feel being forced in learning English. Grouping helps them memorize and grasp the meaning of English words. As a result, their vocabulary mastery improves.
CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is usually related with the words, meanings and dictionary. In language teaching, vocabulary has important role because vocabulary is fundamental element because without it we can not speak or write. Rivers (1983: 125) in Nunan (1991: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication. Hockett (1958) in Nunan (1991:117) argues that one of the most influential structural linguistics of the day, went so far as to argue that vocabulary was the easiest aspects of a second language to learn and that it hardly required formal attention in the classroom it can be concluded that vocabulary has important rule in learning second or foreign language and it is learnt in the classroom.

Oxford Learner Pocket Dictionary (2003:482) defines vocabulary is (1) all the words in a language and (2) list of words with their meanings, especially in a book for learning a foreign language. It means that vocabulary is list of words that has meaning all over the world.

While Hatch and Brown (1995: 1) say that the term of vocabulary refers to a list or set of words for a particular language or set of words that individual speakers of language might use. Burns and Broman (1975: 295) state the definition of vocabulary from general point of view. They say that vocabulary may be defined as the stock of words used by a person, class, or professions. Almost every individual uses several different vocabularies, all having much in common, yet each distinctly different.
The most basic of these vocabularies are often designated as hearing, speaking, reading, and writing. From the statement, vocabulary is a list of words and has meaning so that it can be used as a tool of a person to make conversation to the others.

Based on the discussion above, it can be concluded that vocabulary is a list of words which is used by individual speakers to communicate and it is important to learn the second or foreign language because vocabulary is central to language.

2. The Definition of Vocabulary Mastery

According Oxford Advance Dictionary, Mastery is defined as the control of knowledge. This definition is supported by Hornby (1984: 777) who defines mastery as skill or thorough knowledge. From the statement above, it can be concluded that mastery means having skill or knowledge. Thus in learning vocabulary, there are skills that the students learn. Ur (1998: 60) states five aspects that related with vocabulary, that are pronunciation and spelling, grammar, collocation, meaning and word formation. Shemes and Waller (2000: 3) list some of the language processing skill that might need for accurate spelling. One of them is be able to learn new vocabulary, to use it and recognize it, since it is more difficult to spell unfamiliar words on some language. Eliot and Travers (1996: 384) state that vocabulary refers to the meaning of words and its pronunciation.

Hammer (1991: 156-158) adds that teaching vocabulary has several parts that students have to know. There are several parts that students have to know in learning vocabulary, namely:

a. Meaning

The first thing to realize about vocabulary items is that they frequently have more one meaning. When we come across a word, then, and try to describe its meaning we will have to look at the context in which it is used. The students, thus, need to understand the importance of meaning in
context. Besides, they also need to know about sense relation, since sometimes words have meanings in relation to the other words.

b. Word Use

What a word means can be changed, stretched or limited by how it is used and it is something students need to know about. Word meaning in frequently stretched through the use of metaphor or idiom. Word meaning is also governed by collocation—that is which words go with each other.

c. Spelling and Pronunciation

Students need to know how words are spelled and how they sound. Word formation means knowing how words are written and spoken.

Based on the statements above, there are four elements in mastering vocabulary for elementary school, namely meaning, pronunciation, spelling, and word use. In this research, the themes which were used in the teaching and learning process: they are, places in town and asking someone to do something.

- Places in town

Table 2.1
The example of words in cycle 1

<table>
<thead>
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<th>The Pronunciations</th>
<th>The spelling</th>
<th>The Meaning</th>
<th>Prepositions of places</th>
<th>The Meaning</th>
<th>Words use</th>
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<tbody>
<tr>
<td>1.</td>
<td>Zoo</td>
<td>/zu:/</td>
<td>z-o-o</td>
<td>Kebun</td>
<td>On</td>
<td>Di</td>
<td>The zoo is on Kaliurang street</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/zi-ou-ou/</td>
<td>Binatang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mosque</td>
<td>/m sk/</td>
<td>m-o-s-q-u-e</td>
<td>Masjid</td>
<td>Near</td>
<td>Dekat</td>
<td>The mosque is near the church</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/em-ou-es-qu-yu-i/</td>
<td></td>
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3. Teaching Vocabulary

a. Planning

Before teaching vocabulary, teacher should prepare a planning which can be used as a guide. The most important things that a teacher can do are to plan the opportunities for learning and to plan what vocabulary will get attention. A very useful guide when planning is to see the program as consisting of four equally balanced strands (nation, 2008: 1-2 in nation, 2007). The four strands are:

a. Meaning-focused input

In this strand, the focus on understanding and enjoying the material they read and listen to. The students learn new vocabulary and enrich and establish previously met vocabulary through listening and reading. Typically activities include extensive reading, listening to stories, listening teacher.

b. Meaning-focused output

The students enrich and establish their knowledge of vocabulary through speaking and writing. This strand should push students to use of vocabularies at the boundaries of their knowledge but should not
overload with the need to use largely unfamiliar vocabulary. Typically activities include discussing and writing what has just been read, role play, retelling etc.

c. Language-focused learning

Here learners deliberately learn new words and study more about previously met words, and teachers give deliberate attention to vocabulary and vocabulary strategies. This strand develops explicit knowledge of particular words, draws attention to aspects of the meaning, form, and use of words, and gives the learners training in the four important vocabularies strategy of guessing from context, learning using word cards, using words parts, and dictionary use.

d. Fluency development

Here the learners get more proficient at using the vocabulary that they already known. Fluency activities are best done with very familiar material. Fluency activities have the characteristics of (1) involving very easy, familiar material, (2) including some pressure to perform faster, (3) having a focus on understanding or producing a messages, and (4) often involving repeated use.

It can be concluded that before teaching vocabulary to children, the activities in learning vocabulary include presenting new vocabulary, using the new vocabulary such as in discussing, and implementing what they have learnt in class.

b. Teaching vocabulary

To teach vocabulary to children, a teacher can introduce new vocabulary through pictures or real objects around them. It can help them to grasp the meaning of the words. Dealing with this, Susan (1997: 17), states the important thing with primary children is that language is presented in context. Adult may be able to analyze language and refer to their L1 (often mistakenly!) to help them to understand, but children can’t. They need a clear visual and/or aural context to understand. It is also
important that new language is practiced first in a highly controlled way, e.g. the children recognize and produce the language in activities which have no ambiguity, such as drill or responding to simple picture prompts. It will help students to understand vocabulary easier because children know physically the using of the word and automatically children know the meaning and it will not make ambiguity for them. Moreover, she gives addition (1997: 78-79), the best method of stimulating memory for vocabulary is by making sure that the children see and hear the words as much as possible.

By using pictures or real objects, students will know the things physically. By practicing, they can learn the words by hearing, seeing and drilling the materials.

B. Teaching English to Children

1. The Characteristics of Children

Scoot and Ytreberg (1990: 3) states that there is a big difference between what children of five can do and what children of ten can do. They are assuming that the five to seven year olds are all of level one, the beginner state. The eight and to ten year olds may also be beginners, or they may have been learning the foreign language for some time. So there are both level one level two pupils in the eight to ten age groups.

Referring to Scoot and Ytreberg (1990: 3) children of ten are relatively mature children with an adult side and a childish side. There are characteristics of children (eight to ten years old), they are:

a. Their basic concepts are formed. They have very decided views of the world.

b. They can tell the difference between fact and fiction.

c. They ask questions all the time.

d. They rely on the spoken word as well as the physical world to convey and understand meaning.
e. They are able to make some decisions about their own learning.
f. They have definite views about what they like and don’t like doing.
g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
h. They are able to work with others and learn from others.

From the theory above, it can be concluded that most eight to ten year olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom. Children also can work together in a team. In a team, children are able to learn and ask.

2. Teaching English to Children

English is as foreign language for children. They usually communicate using their mother tongue (such as; Indonesian, Javanese) because their environment such as parent, brothers, sisters use it in daily conversation. As stated by Jack. C. Richards, children’s language development before they come to school takes place largely through conversations that they hear and have with members of their family. (Richards, 1994, 16).

As mentioned before, English is a foreign language for children. It is not easy to give the English lesson for children. It needs constant process, not instant process. They need more practices to be able to use it in communication. Therefore, English has been given in elementary school. It is possible for children to be able to master English if they learn it earlier. According to Brumfit (1997: vii) children have more opportunities than adults. Children learn languages better at a young age. The main explanation for better learning that have been suggested are these:

a. That the brain is more adaptable before puberty than after, and that acquisition of languages is possible without self-consciousnesses at an early age

b. That children have fewer negative attitude to foreign language and cultural than adults, and that consequently they are better motivated than adults.
c. That children language learning is more closely integrated with real communication because it depends on the immediate physical environment than does adult language.

d. That children devote vast quantities of time to language learning, compared with adults, and they are better because they do more it.

To teach English to children, teachers know the way children think and learn so that teacher can analyze what appropriate methods or techniques will be used in classroom. As stated by Scott and Ytreberg (1990: 5-6) that there are some clues in teaching English to children, they are:

a. Words are not enough. Most activities for the younger learners should include movement and involve the sense. You will need to have plenty of objects and pictures to work with.

b. Playing with the language by making up rhymes, sing songs, telling story

c. Variety in the classroom. Since concentration and attention spans are short, variety is a must-variety of pace, variety of organization, variety of voice

d. Routines. Children benefit from knowing the rules and being familiar with the situation. Use familiar situations, familiar activities. Repeat stories, rhymes.

e. Cooperation not competition. Most of us enjoy the feeling of belonging and this is particularly true of young children. Group the children together wherever possible, most children like to have other children around them, and sitting with others encourages cooperation.

From the discussion above, since teaching English in the early age is necessary because the children have more opportunity to learn it. Children like studying in fun and belonging to their friends.
C.STAD (Student Team-Achievement Divisions)

1. Review of Cooperative Learning

Cooperative learning comes from cooperative which means doing something together for helping each others as one group or one team.

Slavin (1995) in Isjoni (2009:15) states that in cooperative method, students work together in four member teams to master material initially presented by the teacher. It means that cooperative learning is a method where students work and learn together with their friends in one group to master the material but teacher is still be a controller. According to Johnson & Johnson (1994) in Isjoni (2009:16) Cooperative learning is “mengelompokkan siswa didalam kelas kedalam suatu kelompok kecil agar siswa dapat bekerja sama dengan kemampuan maksimal yang mereka miliki dan mempelajari satu sama lain dalam kelompok tersebut”. From the statement above that cooperative learning is grouping students into several teams in order to work by showing their maximal ability to build relationship with the other members in team.

From description above, it can be concluded that cooperative learning is a method where students work and learn together with other members to master the material and the teacher is as a guide.

2. The Characteristics of Cooperative Learning

Every method has its own characteristics so that it can be used to teach. Teacher can use one or mix some methods in teaching and learning process, it depends on the students’ characteristics and the method itself. Cooperative learning has some characteristics, it is explained by Arends (2004:356) that there are four characteristics, they are: (a) Students work in teams to master learning goals, (b) Team are made up of high – average and low achieving students, (c) Whenever possible, team include racial,
cultural and gender mix, (d) Reward system is oriented to the group as well as the individual.

While Bennet (1995) in Isjoni (2009, 41) states there are five elements in cooperative learning, namely: (a) positive interdependence is “hubungan timbal balik yang didasari adanya kepentingan yang sama atau perasaan di antara anggota kelompok dimana keberhasilan seseorang merupakan keberhasilan yang lain pula atau sebaliknya”, (b) interaction face to face is “interaksi yang langsung terjadi antar siswa tanpa adanya perantara”, (c) “adanya tanggung jawab pribadi mengenai materi pelajaran dalam anggota kelompok sehingga siswa termotivasi untuk membantu temannya, karena tujuan dalam cooperative learning adalah menjadikan setiap anggota kelompoknya menjadi lebih kuat pribadinya”, (d) “membutuhkan keluwasan yaitu menciptakan hubungan antar pribadi, mengembangkan kemampuan kelompok, dan memelihara hubungan kerja yang effectif”, (e) “meningkatkan ketrampilan bekerjasama dalam memecahkan masalah (proses kelompok) yaitu tujuan terpenting yang diharapkan dapat dicapai dalam cooperative learning adalah siswa dapat belajar ketrampilan bekerjasama dan berhubungan ini adalah ketrampilan yang terpenting dan sangat diperlukan di masyarakat”.

3. Models in Cooperative Learning

Hasan (1996) in Isjoni (2009, 50) says that “untuk memilih model yang tepat, maka perlu diperhatikan relevansinya dengan pencapaian tujuan pengajaran. Dalam prakteknya semua model pembelajaran bisa dikatakan baik jika memenuhi prinsip-prinsip sebagai berikut: (1) semakin kecil upaya yang dilakukan guru dan semakin besar aktivitas belajar siswa, maka hal itu semakin baik. (2) semakin sedikit waktu yang diperlukan guru untuk mengaktifkan siswa belajar juga semakin baik. (3) sesuai dengan cara belajar siswa yang dilakukan. (4) dapat dilaksanakan dengan baik. (5) tidak ada satupun metode yang paling sesuai untuk segala tujuan, jenis materi, dan proses belajar yang ada.”
In cooperative learning there are some variation models applying such as: (a) Students Team Achievement Division (STAD), (b) Jigsaw, (c) Group investigation (GI), (d) Rotating Trio Exchange, and (e) Group Resume.

4. Review of STAD

STAD is one of methods in cooperative learning and it is the simplest method. Isjoni (2009:51) says that STAD is one of cooperative learning types that emphasize on the activities and interaction between students to motivate and help each other in mastering the materials in order to reach maximal achievement. From the statement, it can be concluded that the activities in the STAD are made to motivate and help between students to achieve the learning goals.

Slavin (2008:143-146) there are five essential components, namely; class presentation, teams, quizzes, individual improvement scores, and team recognition.

a. Components in STAD

1). Class Presentation

Firstly, material in STAD is introduced in a presentation class. Mostly, it is direct instruction or discussion on the lesson guided by the teacher, but teacher can use audiovisual presentation. It is different from usual teaching. In STAD presentation has to focus on the STAD unit. In this way, students will realize that they have to pay attention during the class presentation because it can help them to do quizzes and their individual scores will determine their team scores.

2). Team Discussion

Teams are composed of four or five students who represent a cross-section team of the class in terms of academic performance, sex, and race or ethnicity. The major function of team is to make sure all of team members really studies and specifically, to prepare
the group’s members doing quizzes well. After teacher gives the presentation, students assemble with their group to learn worksheet or other materials. Commonly, learning involves discussing the problem together, comparing answers, and correcting every misconception whether teammates make mistakes.

Team is the most important feature in STAD. At single point emphasis is to make each member group doing the best for team and on the team doing its best to help its member. Team gives peer support for academic performance that is important in learning and it provides attention and mutual respect that are important for such outcomes as inter group relations, self-esteem, and acceptance of mainstreamed students.

3). Quizzes

After one or two periods of teacher’s presentations and team’s practice, students will take individual quizzes. Students are not allowed to help each others in taking the quizzes. As a result, every student has responsibility individually to comprehend the material.

4). Individual Improvement Scores

The main point of individual improvement scores is to give each student a performance goal that will be reached if they work hard and better perform than the past. Every student can contribute maximal point to their team in this scoring system, but students can not do it without giving their best work. Each students is given “initial” score, derived from the average past performance on similar quizzes. Students then earn points to their team based on the degree of their increase scores exceed their “initial” scores.

5). Recognition Team

Team will get the certificate or other rewards if their average scores attain certain criteria. Student’s team scores can be used to determine 20 percent of their grades.
b. Preparation before Teaching

According to Slavin (2008:149-159) there are some steps in conducting STAD. These steps are done before teaching learning process. The preparation includes: (1) Material, (2) Assigning students to teams, (3) Determining initial base scores, (4) Team building.

STAD consist of a regular cycle of instructional activities, as follows:

1). Class presentation. In the presentation, a teacher introduces the material. It is direct teaching guided by a teacher. The difference of presentation in STAD with usual presentation class is in STAD, presentation have to focus on units of STAD.

2). Team study. During this time, team member’s tasks are to master the material which is presented in class and to help their teammates mastering the material. The students have worksheet and answer sheet that can be used to try their ability during learning process and to assist themselves and their teammates.

3). Test. Distribute the quizzes sheet and give appropriate time for student to finish their work. In this activity, students do their test individually. At this point, students have to show what they have learnt individually.

4). Team recognition. Teacher counts individual improvement scores and team scores also gives certificate or other rewards.

D. Rationale

For students, the English words are difficult to learn. The students’ vocabulary mastery is low. It is because the English words differ from Indonesian. The problems that they face are spelling, pronouncing, and memorizing the meaning of the words. It is seen when they face short words, they can memorize meaning and spell them easily but students will find difficulties in long words, for instance, “arrange or bookshelf”. These words are long and complicated for them, they
cannot memorize the meaning of the words. Moreover, they cannot spell or
pronounce these correctly. Besides, they cannot build a structure sentence. When the
students face grammatical sentences, they have not understood them yet. In short,
the problems of students in learning vocabulary mastery are spelling words,
pronunciation words, understanding meaning, and word use.

In this research, the writer will use cooperative learning. Cooperative learning
is a teaching model where the students working together in a group to learn
material from the teacher. STAD is one of methods in cooperative learning. The
learning model in this method is discussing, thinking, and solving their problem in
learning vocabulary together. One group consists of high, middle, and low
intelligence. By using this method, the students will have motivation in learning
English vocabulary. The reasons are firstly, the students like discussing and
comfort among their friends when they face the materials. It can be seen when
they are doing the task from the teacher. They like making a group to discuss the
task with little conversation among them. Secondly, in this method, if the
students want to get “the reward”, they have to help their friends to learn the
materials. From “the rewards” are expected that the students will be motivated to
support their friends doing the best and showing learning English vocabulary is
important but it is fun. There are four steps learning vocabulary by using STAD.
Firstly, a teacher presents the material, it is called presentation. Secondly, team
discussion, students learn the materials together in the groups. In this discussion,
each student has responsibility to make sure all team members have understood
the material so when the teacher asks to the group, all team members can answer.
Since each student has responsibility to their friends, it will make them to give
best explanation to their teammate. It is the only way to make succeed the groups
by making team’s member masters the information and knowledge which they
have learnt. To solve their problem, the students can learn the material by pair or
one team learns together. Thirdly, implementation, students can practice what they
have learnt. Fourthly, quiz, in this part a teacher can check their ability in
absorbing materials by giving questions or game.
By applying this method, the prediction is the teacher can improve the students’ vocabulary mastery.

E. Hypothesis

STAD can be used to improve English vocabulary mastery of the elementary students in SD Negeri Tugu 120 Jebres Surakarta.
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of the Research

The research was taken in SD Negeri Tugu 120 Jebres Surakarta. This elementary school is located at Jl. Halilintar no. 3 Jebres, Surakarta. The school is in the area of housing and a factory. The students are from the environment around the school. This school is simple with the yard in the middle of the school. It consists of six classrooms, a teachers’ room, a headmaster’s room, a school health center or “UKS”, a school guard’s house, a canteen, two toilets, a library, and an art room. It is located near of mosque thus the students can pray easily.

B. The Subject of the Research

The subject of the research is the fifth grade students. This class consists of 32 students including 15 male and 17 female. The parents’ background of these students are various such as teacher, entrepreneur, employees or labor. This various background makes the students’ motivation in learning in class different from each other. There are some students having good motivations but the others are passive and ignore. It makes the result of study of each student different in learning vocabulary.

They have different motivation in learning vocabulary and different level of intelligence of mastering vocabulary. It can be seen from their activities when they are joining the lesson. Some students seem enthusiastic and ask about vocabulary to the teacher. On the other hand, there are some students talking with the others or making noise in class. The differences of the motivation of each student will make the students who do not have motivation in learning vocabulary less interested and finally they will get bad marks in class.

From the reason above, the writer wants to apply STAD in class. The writer wants to apply STAD because the fifth grade is heterogeneous with different level of intelligence, motivation, and sex. STAD will make the students build
cooperation and relationship each other and change the situation in class more interesting.

C. The Method of the Research

In this study, the writer uses action research method. Mills (2000: 6) defines action research as any systematic inquiry conducted by the teacher researchers, principals, school counselors, or other stakeholders in the teaching or learning environment, to gather information about the ways that their particular school operates, how they teach, and how well their students learn. Mills adds there are four steps in action research; they are: (1) identify an area of focus, (2) collect data, (3) analyze and interpret data, (4) develop an action plan. While, Wallace (1998:1) states that action research is the systematic collection and analysis of data relating to the improvement of some aspects of professional practice. The other statement of Wallace (1998:4) is a collecting data in every practice systematically in order to decision the next practice.

The other definition comes from McNiff (1992: 2) says that action research is a form of self-reflective enquiry used in school-based curriculum development, professional development, school-improvement schemes, and involves teachers as participants in their own educational process. Nunan (1992: 17-18) argues that action research has a distinctive feature that is those affected by planned changes that have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the result of strategies tried out in practice. As stated by John Elliot, (in David Hopkins, 1993: 45), action research is the study of a social situation with a view to improving the quality of action within it. While Kemmis and Mc Taggart (1998) in Nunan (1992: 17) state that there are three characteristics of action research; firstly, the action research is carried out by practitioners rather than outside researcher. Secondly, the kind of the action research is collaborative, and thirdly, the action research is aimed at changing conditions. Cohen and Manion (in Nunan, 1992:18) argue that action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context. They also identify
collaboration as an important feature of this type of research, and state that aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out.

From those explanations, it can be summarized that action research can be defined as the systematic action done by the teacher as the researchers, principals, school counselors, or other stakeholders in the teaching or learning environment to gather how to improve in teaching and leaning process. There are three characteristics of action research: firstly the researcher as participant in class, secondly collaborative, and thirdly the purpose is to change the situation.

D. Model of Action Research

Kemmis and Mc Taggart (1998) in Burns (1999:32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. There are four steps in action research, namely plan, action, observation, and reflection. These four steps are included in procedures of action research. The procedures of action research in this research are as follows:

1. Identifying the problem

In this step, the researcher identified the problems which occur in the class. The problems refer to the factors making the students difficult in vocabulary. To identify the problem, the researcher observed the teaching learning process, interviewed the teacher, and conducted a pre-test.

2. Implementing the action research

Based on Kemmis and Mc Targgart, action research occurs through a dynamic and complementary process, which consists of four essential “moments”: planning, action, observation and reflection (Burns, 1999:32). These moments are the fundamental steps in spiralling process through which participants in an action research group undertaken to:
3. Revising the Plan

The writer revised the plan for the next cycle. She revised the plan based on the weakness of the previous cycle. It was used to know the new plan to teach in cycle 2.

Based on Hopkins point of view (1993:48), the model of action research can be illustrated as follows:

![Action Research Spiral](image)

**Figure 3.1 An illustration of Action Research Spiral**
E. The Technique of Collecting the Data

There are two techniques of collecting the data, they are: qualitative and quantitative methods. As stated by Baumfield, Hall, and Wall (2009: 21), qualitative research is research that describes phenomena in words instead of numbers of measure, example the result of interview. Quantitative research: research that describes phenomena in numbers and measures instead of words, example: the result of test.

The qualitative data of the research are collected using field notes, observation and interview:

1. Field notes
   According to Bogdan and Biklen (1982: 74) in Moleong (2000:209) “catatan lapangan adalah catatan tertulis tentang apa yang didengar, dilihat, dialami, dan dipikirkan dalam rangka pengumpulan data dan refleksi terhadap data dalam penelitian kualitatif”. The writer took the students’ activities during English class. She observed the implementation of STAD to know the affect of method and the weakness of method.

2. Observation
   Observation was done by English teacher and the observer. The English teacher observed the students and the observer observed the researcher.

3. Interview
   The researcher interviewed students in the pre-research and the post-research. In the pre-research was done to know what are problem in the class and in the post-research was to know how the implementation of the method is. She also interviewed the English teacher to know the students’ problems in the class and the students’ characteristics.

The quantitative data of the research are collected by using tests:

1. Pre-Test
   Pre-test was done before the implementation of the method. In the cycle 1 pre-test was to know the ability of the students in learning vocabulary. It was also used as base score to make groups. In the cycle 2, pre-test was used to make groups and introduced new material.
2. Post test
   It was used to know the individual score after working together in teamwork. It was held twice after team’s practices, the first is at the end of cycle 1 and the second is at the end of cycle 2.

F. The Technique of Analyzing the Data

The researcher analyzes quantitative data using *qualitative data analysis* written by Miles and Hubermann in their book *Qualitative Data Analysis*. They define analysis as three steps that are data reduction, data presentation and data conclusion or verification. These are the further explanation of every step:

1. Data reduction: is a process of choosing, focusing, simplifying and transforming the data from field note. Data reduction is a form of analysis that focusing, guiding and reducing useless data and organizing the data, so the final conclusion can be verified.

2. Data presentation: in this step the researcher limits the presentation, so the information gives chance to the existence of conclusion and action.

3. Verification: This is the step of taking conclusion and verification. The conclusion that arises from the data must be tested for its truth, strength, and that will become its validity.

Meanwhile the test result is analyzed for comparing of the students’ ability in learning English. The test is to know whether the students’ vocabulary improvements or not.

The quantitative data is presented by using *descriptive statistic method*. It is analyzed by calculating the mean of pre-test and post-test. It is done to compare the students’ vocabulary before and after each cycle. The pre-test and post-test will show whether the students’ vocabulary improve or not. The pre-test and post-test can be formulated as follow:

\[
\overline{X} = \frac{\sum X}{N}
\]

\[
\overline{Y} = \frac{\sum Y}{N}
\]

\(\overline{X}\) = means of pre-test scores

\(\overline{Y}\) = means of post-test scores
\[ \sum \bar{x} = \text{total of pre-test scores} \]
\[ \sum \bar{y} = \text{total of post-test} \]
\[ N = \text{the number of students} \]
CHAPTER IV

THE RESULT OF THE STUDY

The purpose of this research is to improve students’ vocabulary mastery by using STAD. The research was conducted in SD Negeri 120 Tugu Jebres Surakarta. In conducting the research, the writer worked collaboratively with the English teacher of SD Negeri 120 Tugu Surakarta, Mrs. Imroatul Ma’fiyah, S. Pd and one of researcher’s friend. The findings are described in this chapter and divided into two parts. The first part is the process of the research and the second part is the result finding and discussion. Each part is described as follows:

A. The Process of the Research

Before conducting the research, the English teacher and the writer shared about the situation of the class and the characteristics of the students. She said that the students are heterogeneous. As stated before that heterogeneous means the students have different intelligence and sex so when they are absorbing the material from the teacher they differ from each other. The class situation is some students make noise thus it disturbs the other students who want to study. The English teacher helped the writer in the whole process of the research and the researcher’s friend helped to observe students. The procedure of the research consists of pre-research, research implementation, observation, and reflection. The whole process can be seen in the table below:
Table 4.1

*The brief activities in pre-research and implementation*

<table>
<thead>
<tr>
<th>Pre-research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Observation</strong></td>
</tr>
<tr>
<td>Identifying the problem that occurred during TL process</td>
</tr>
<tr>
<td><strong>B. Interviewing the teacher</strong></td>
</tr>
<tr>
<td>Focusing on the students’ problem of learning vocabulary and the situation of class</td>
</tr>
<tr>
<td><strong>C. Conducting the pre-test</strong></td>
</tr>
<tr>
<td>Knowing the students’ vocabulary ability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cycle 1</strong></td>
</tr>
<tr>
<td><strong>Conducted in four meetings</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The researcher prepared the material used in the research (name of places), students’ behavior evaluation sheet</td>
</tr>
<tr>
<td>● The researcher prepared steps in teaching and learning process (lesson plan)</td>
</tr>
<tr>
<td>● The researcher prepared media used in the research (pictures)</td>
</tr>
<tr>
<td>● The researcher prepared the evaluation of students’ work</td>
</tr>
<tr>
<td>● The researcher prepared the observation sheets (for teacher)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing the action in four meetings</td>
</tr>
</tbody>
</table>

1. **Meeting 1**
   - Opening:
     a. Teacher greeted students
     b. Teacher checked the attendance of students
c. Teacher gave the purpose of the study

- Developing:
  a. Teacher introduced learning process using STAD
  b. Teacher read the members’ name of each team
  c. Students joined to their groups
  d. Teacher and students discussed the teams’ names and created yells

- Closing:
  a. Teacher asked students whether there were any question about STAD
  b. Teacher asked students whether they are happy or not
  c. Teacher closed the meeting

2. Meeting 2

- Class Presentation
  a. Teacher greeted students
  b. Teacher checked the attendance of students
  c. Teacher gave the purpose of the study
  d. Teacher introduced new material to the students (finding 5 names of places)
  e. Teacher asked them to read their answers
  f. Teacher gave a task per group (to give names of the pictures in English)
  g. Students discussed the task with their teams
  h. Teacher asked randomly groups to read the answers
  i. Teacher asked them to guess the meaning of the words

- Team discussion
  
  Teacher asked students to practice by asking and answering the meanings per group

- Implementation
  
  Teacher asked per group to practice in front of the class (one by one)
• Quiz

Students played a game of meaning

3. Meeting 3

• Class Presentation
  a. Teacher greeted students
  b. Teacher checked the presence of students
  c. Teacher gave the purpose of the study
  d. Teacher asked the students to open their map of names of places
  e. Teacher sang a song related on theme eg: “how do you call masjid? Mosque”
  f. Teacher read the words then the students repeated after her
  g. All of students pronounced the words
  h. Teacher asked per group to pronounce the words
  i. Teacher asked some students to pronounce the words

• Team discussion

Teacher asked the students to practice with their team (pronunciation)

• Implementation

Students played a game of pronunciation

• Quiz

Teacher divided students into 4 big groups. Each group has different level of intelligences. Thus teacher gave questions based on their ability.

4. Meeting 4

• Class Presentation
  a. Teacher greeted students
  b. Teacher checked the attendance of students
  c. Teacher gave the purpose of the study
  d. Teacher gave example in spelling the words
  e. Teacher asked per group to spell the words
f. Teacher gave a new map of prepositions

g. Teacher explained the grammar (prepositions and simple sentences)

h. Teacher explained simple grammar (some and any)

- Team discussion
  a. Teacher gave a task of spelling
  b. Teacher gave tasks to write prepositions in English and to make 5 simple sentences based on the map
  c. Teacher gave a task (some and any)

- Implementation
  a. Teacher asked per group to come in front of the class to practice spelling
  b. Teacher gave a map and asked them to give prepositions of places and to make very simple sentences
  c. Students decided “some” or “any”

- Quiz
  Playing game: teacher asked students to spell and make sentences

- Test
  Test was held into 2 parts. They were written test and oral test.

- Team Recognition
  The students got rewards

C. Observation
  In the cycle 1, students were more attracted in learning vocabulary. They were more active in team discussion but there were students who could not join in the team groups. Therefore there were students who could not reach maximum scores.

D. Reflection
  - Most of students could understand the materials
• Some of students still got difficulties in learning materials
• Some of students could not reach the indicators of vocabulary mastery
• Most of students had courage to answer the questions from the teacher
• Class was noisy
• Some of students were passive and lazy in team discussion

E. Revision

The next cycle was focused on:

• Provoking passive and lazy students to be more active
• Drilling students especially in pronunciation and using words in sentences

Cycle 2

Conducted in four meetings

A. Planning

1. The researcher prepared the material used in the research (asking someone to do something), students’ behavior evaluation sheet
2. The researcher prepared steps in teaching and learning process (lesson plan)
3. The researcher prepared media used in the research (pictures)
4. The researcher prepared the evaluation of students’ work
5. The researcher prepared the observation sheets (for teacher)

B. Action

1. Meeting 1

   • Opening:
     a. Teacher greeted students
     b. Teacher checked the attendance of students
     c. Teacher gave the purpose of the study
     d. Teacher announced the groups getting rewards
• Developing:
  a. Teacher changed the groups
  b. Teacher read the members’ names of each team
  c. Students joined to their groups
  d. Teacher and students discussed the teams’ names and created yells

• Closing:
  Teacher closed the meeting

2. Meeting 2

• Class presentation:
  a. Teacher greeted students
  b. Teacher checked the attendance of students
  c. Teacher gave the purpose of the study
  d. Teacher introduced new materials to the students (by asking what she was doing)
  e. Teacher gave a task per group (to give names of the pictures in English)
  f. Students discussed the task with their teams
  g. Students exchanged the results of the task each other

• Team discussion
  Teacher asked students to practice by asking and answering the meanings of the words

• Implementation
  Teacher asked each group to practice in front of the class (one by one)

• Quiz
  Teacher divided students into 4 big groups. Each group has different level of intelligences. Thus teacher gave questions based on their ability.

3. Meeting 3
• Class Presentation:
  a. Teacher greeted students
  b. Teacher checked the attendance of students
  c. Teacher gave the purpose of the study
  d. Teacher asked the students to open their pictures
  e. Teacher asked the students to sing alphabet song
  f. Teacher read the words then the students repeated after her
     a. All of students pronounced the words
     b. Teacher asked each group to pronounce the words
     c. Teacher asked some students to pronounce the words
     d. Teacher asked each group to spell the words

• Team discussion
  Teacher asked the students to practice with their teams (pronunciation and spelling)

• Implementation
  a. Students played a game of pronunciation (whispering chain)
  b. Students played a game of spelling

• Quiz
  Teacher divided students into 4 big groups. Each group has different level of intelligences. Thus teacher gave questions based on their ability.

4. Meeting 4
• Class Presentation:
  a. Teacher greeted students
  b. Teacher checked the attendance of students
  c. Teacher gave the purpose of the study
  d. Teacher explained “asking someone to do something”
  e. Teacher gave examples of “asking someone to do something”
  f. Teacher explained how to build very simple sentences
1. **Pre-Research**

   The researcher did pre-research before she implemented the method. In pre-research, the researcher conducted three activities namely: pre-test, interview and observation. The aim of pre-test was to know the

- Team discussion

  Teacher gave tasks to complete sentences and to make simple sentences.

- Implementation

  a. The students re-arranged the words into sentences

  b. The students made sentences based on pictures

- Quiz

  Teacher divided students into 4 big groups. Each group has different level of intelligences. Thus teacher gave questions based on their ability.

- Test

  Test was held into 2 parts. They were written test and oral test.

- Team Recognition

  The students got rewards

C. **Observation**

   In the cycle 2, the students who were passive and lazy could join in their groups. The students could pronounce better than cycle 1 because they have been drilled more and they could use the words in sentences better than cycle 1 because they have been given explanation more in team discussion and teacher used puzzle to explain it. Thus, they could learn vocabulary and reach maximum scores

D. **Final Reflection**

   - Students could work in teams
   - Students were more active in discussion
   - Students could reach the indicators of vocabulary mastery
students’ ability in learning vocabulary. Observation and interview were done to identify the situation of teaching and learning process. Here, the result of observation, interview and pre-test.

Table 4.2
*The results of observation*

<table>
<thead>
<tr>
<th>The problems</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Vocabulary Problems</strong></td>
<td></td>
</tr>
<tr>
<td>Having difficulties in determining meaning</td>
<td>The students had difficulties in finding meaning. They often forgot what</td>
</tr>
<tr>
<td></td>
<td>teacher taught in the previous meeting</td>
</tr>
<tr>
<td>Having difficulties in pronunciation</td>
<td>They made mistake in pronouncing the words. Sometimes the words were</td>
</tr>
<tr>
<td></td>
<td>different with the pronunciation</td>
</tr>
<tr>
<td>Having difficulties in spelling</td>
<td>They were hard to spell the words written</td>
</tr>
<tr>
<td>Having difficulties in using words in sentences</td>
<td>They still confused using the words in sentences</td>
</tr>
<tr>
<td><strong>b) Situation of class</strong></td>
<td></td>
</tr>
<tr>
<td>The students usually made noise in the class</td>
<td>They had conversation with the others sometimes run in the class</td>
</tr>
<tr>
<td>The students were passive in answering the tasks</td>
<td>They were passive and just several students wanted to answer teacher’s</td>
</tr>
<tr>
<td>given by teacher</td>
<td>questions</td>
</tr>
<tr>
<td>The students were passive in learning process</td>
<td>They were quiet but do other activities in class</td>
</tr>
</tbody>
</table>

Table 4.3
*The Interview with the Teacher*

- The students were heterogeneous
- The students got confused in identifying meaning of the words
- The students had difficulties in pronunciation of the words
- The students had difficulties in spelling of the words
- The students got confused in using words in sentences

Table 4.4
*The Pre-test*

- The average scores of students were under KKM (60)
- Most of the students faced vocabulary problem included
The more explanation will be presented as follows:

**a. Observation of the English teaching and learning process**

The first step that the researcher did in pre-research was observation in the class. From the observation, she found that the students of the fifth grade of SD Negeri Tugu 120 Jebres Surakarta had problem in learning vocabulary. Their problems were first, the students often forgot the meanings of words that were taught in the previous meeting. When the teacher asked about the meanings of the words in the previous meeting, just some students who mastered the materials could answer the questions. The others were hard to remember the words. Second, they made mistakes in pronouncing the words. It was difficult because the spelling of the words is different from the pronunciation. Third, they had difficulties in the spelling of the words. They did not remember how to write the words. Fourth, they had difficulties in using the words in sentences. They were still confused in the simple grammar and they did not know how to build a very simple sentence.

The situation of the class did not support the teaching and learning process. Many of the students made noise and run in the class. The teacher had to interrupt the lesson to make the students quiet. The students were passive when teacher gave opportunities for them to answer the questions. Just several students wanted to do that. Some of them often asked permission to the bathroom.

**b. Interviewing the English teacher**

The second step was interview with the English teacher. The English teacher said that the intelligence of the students were different from each other so when the teacher explained the material, they absorbed the material differently. To reach each indicator in vocabulary students who had high ability in absorbing the materials have ease to do that but for the others it was difficult to do. Most of them had willing to learn English
vocabulary but they had to face their problem in words. Some of words were difficult to learn because the words were complicated and hard to remind in meaning, pronouncing, and spelling. In making sentences, they had difficulties too.

c. Giving pre-test to the students

The last step in this pre-research was giving a pre-test to the students. Based on the steps in the pre-research before, the pre-test that was carried out on Tuesday, 6th September 2011 showed that they still have problems in learning vocabulary. For example, they can grasp meaning of the words easily from pictures but for pronouncing or make very simple sentences they have difficulties to do. For pre-test, the researcher allows the students open dictionary to help them so they can reach good enough in meanings of the words. It can be said that the students had problems in learning vocabulary. Therefore the researcher conducted a test consisting of written part and oral part. The tests were conducted individually which they had to answer the written questions and pronounce certain words. The test was divided into three written parts and one oral part. The written parts were to test identifying meaning, spelling the words, and making very simple sentences and the oral part was pronunciation. The English teacher helped in conducting oral part. Each test was done to get the score of each indicator of vocabulary mastery. Each indicator was tested in 10 item questions.

The researcher collaborated with the English teacher to correct the students’ works and scored them. There are four elements to mark. They were meaning, pronunciation, spelling, and using words in very simple sentences. Furthermore to get more valid scores, the test was corrected by two scorers.

The result of the pre-test shows that the students got the scores as follows:
Table 4.5  
**Mean Score of Pre-test from first scorer**

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>73</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>56</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>48</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>62</td>
</tr>
</tbody>
</table>

Table 4.6  
**Mean Score of Pre-test from second scorer**

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary Aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>73</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>56</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>48</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>62</td>
</tr>
</tbody>
</table>

Table 4.7  
**Mean Score of Pre-test from two scorers**

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary Aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>73</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>56</td>
</tr>
<tr>
<td>3.</td>
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<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>48</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>62</td>
</tr>
</tbody>
</table>

The table shows that the students still face the problems in learning vocabulary. Their scores are good in certain aspects of vocabulary; the other aspects are still low. By using STAD, it will help them to reach all of indicators in vocabulary.
g. Planning Teaching and Learning Activities Using STAD

Before doing the implementation, the researcher did some planning. The planning included the materials that would be taught in implementation, analysis of students’ behavior sheet, lesson plan, media used in implementation (pictures), worksheet for students, and observation sheet for researcher’s activities. **Tables 4.8**

The brief planning before implementation

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher prepared the material used in research (name of places and asking someone to do something), analysis students’ behavior sheet</td>
</tr>
<tr>
<td>The researcher prepared step in teaching and learning process (lesson plan)</td>
</tr>
<tr>
<td>The researcher prepared media used in research (pictures)</td>
</tr>
<tr>
<td>The researcher prepared the evaluation of students’ work</td>
</tr>
<tr>
<td>The researcher prepared the observation sheets (for teacher)</td>
</tr>
</tbody>
</table>

2. Research Implementation

The implementation of this research was done to improve students’ vocabulary mastery. It was conducted in 2 cycles. Each cycle consisted of four meetings. In each meeting of every cycle took 45 minutes. In the first cycle the topic was “Name of places” and the second cycle the topic was “Asking someone to do something”. Those topics were chosen based on the syllabus. The more detail information is described in the implementation of cycle 1 and cycle 2 as follows:

-Cycle 1

**Table 4.9**

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tuesday, 6th September 2011</td>
<td>Pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Thursday, 8th September 2011</td>
<td>The first meeting</td>
</tr>
<tr>
<td>3.</td>
<td>Tuesday, 13th September 2011</td>
<td>The second meeting</td>
</tr>
<tr>
<td>4.</td>
<td>Thursday, 15th September 2011</td>
<td>The third meeting</td>
</tr>
<tr>
<td>5.</td>
<td>Tuesday, 20th September 2011</td>
<td>The fourth meeting</td>
</tr>
<tr>
<td>6.</td>
<td>Thursday, 22nd September 2011</td>
<td>Post-test</td>
</tr>
</tbody>
</table>
The process of cycle 1 is as follows:

a. Pre-test

It was held on 6th September 2011. It was done to know the students’ ability in mastering vocabulary. It was done individually. The pre-test was divided into two parts, they are: written and oral test. Written test was done to know the students’ ability in identifying meaning, spelling the words, and using the words in sentences. While oral test was done to know how students pronounced the words. Pronunciation test was held by the English teacher and the researcher.

The students’ problems in mastering vocabulary which has four indicators namely identifying meanings of the words, spelling of the words, pronunciation of the words and using the words in sentences. From the four indicators, students still had difficulties to understand and trying them. Besides, their problems in mastering vocabulary, this class was heterogeneous. It could be seen from the pre-test, although there were some students have had good scores but most of them had scores in middle or minus. It is often seen in every class but if the situation is managed well by teacher, it will be a good class. When students having high ability in absorbing materials do task from the teacher, it is easy to do. It is different from the low or middle students; they have to learn more to understand the materials. Therefore, students had different capability in mastering vocabulary. From this situation, the class was treated by a method which dealt with the situation of this class. The method is called STAD (Students Team Achievement Divisions). It is an old branch method of cooperative learning. This method is grouping technique so students learn the material by working together in one group.
b. **Implementation of STAD**

In the STAD, to explain the materials, there are 4 steps. The steps are opening, developing, implementing, and team discussion. The whole steps are a unity to learn the material. In the opening, teacher gives some brainstorming to attract students’ attention. Developing is delivering materials for students. Teacher can use many media or techniques to deliver the materials. Implementation is students practice what they have learnt in developing. Team discussion is crucial part in STAD because in this section, they can learn the materials together. There is an activity to know their understanding about material generally. It is called Quiz. In quiz, teacher can know students’ ability in learning material by playing game or asking materials. The whole description will be presented as follows:

1.) **First meeting (Thursday, 8th September 2011)**

   **Objective:** The focus of the first meeting is introducing STAD to students

   **10.05 – 11.50**

   - **Opening**

   The researcher came to the class at 10.05 a.m after the previous lesson. She came with the English teacher and the observer. The students were in the class and the English teacher asked them to be quiet. After all the students sat, the English teacher greeted students, checked their attendance and introduced the researcher. The English teacher said that the researcher would be the teacher in the fifth grade for several weeks. Then the English teacher gave permission to her to introduce herself. The researcher introduced herself and said that they would learn English using a new method in this class.
• Developing

Then she said that the method called STAD. The students confused but looked happy. She explained how to learn using STAD. The students would be divided into 8 groups consisting of high, middle, and low intelligence. In groups, they had to work together in order to get best scores. In addition, they could also make a good relationship among them. She added that the best group would get rewards to appreciate them. Then she asked to the students whether there were any questions about STAD. They did not ask questions about STAD, they just chatted with the other students about STAD. She tried to make them quiet, she then read the member’s names of each group. Some of them looked happy but some of them looked dislike. She asked the students to join to their groups. The situation was noisy and it took long time because they wanted to sit on the same table. She was helped by the English teacher listened her. She continued for discussing the names’ of the groups. She offered several names such as: flowers, occupations, and fruits. The students had a dealt to use fruits as their names of the groups. She asked them to write the names of their groups, the leaders and the members of their groups. When they were discussing the names of the groups, some of the students asked what the names for certain fruits such as durian, dead fruit, and cherry in English. Some of groups used dictionary to find the names of the fruits in English. Some of them run around the class to borrow their friends’ dictionary. In the class, there were some students did not want to join in their groups. Some of them ignored their friends and chatted with the other friends. She asked students to submit their data and bring dictionary for the next meeting. For several meetings, they would learn English and work together with their groups. The names of the groups could be seen at table below:  

commit to user
Closing

Before closing the meeting, she asked if there were any questions about STAD. She asked whether they were happy to study together or not. She closed the meeting. The class ended at 11.50 am.

2.) The Second Meeting (Tuesday, 13th September 2011)

Objective: The focus of the second meeting is identifying the meaning of words 10.05 – 11.50

- Class presentation

The researcher came to the class at 10.05 am after the previous lesson. She came with the English teacher and the observer. The students sat with their groups. At this time, the researcher greeted the students, checked their attendance and introduced new material for the students. In the first cycle, the material was “names of places” so she asked each group to find 5 until 15 names of places. At the first time, students did not understand about names of places but after she gave more explanation, they understood names of places. This task was done with their groups. She gave 10 minutes

---

Table 4.10
The Fruits Groups of Discussion

<table>
<thead>
<tr>
<th></th>
<th>Banana</th>
<th>Apple</th>
<th>Orange</th>
<th>Date palm</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>Annisa R</td>
<td>Sugeng</td>
<td>Salsabila</td>
<td>Rohmad</td>
</tr>
<tr>
<td>Mango</td>
<td>Cherry</td>
<td>Durian</td>
<td>Pear</td>
<td></td>
</tr>
<tr>
<td>Dea</td>
<td>Elsyia</td>
<td>Cendikia</td>
<td>Sandra</td>
<td></td>
</tr>
<tr>
<td>Fihan</td>
<td>Nindy</td>
<td>Natasya</td>
<td>Gigih</td>
<td></td>
</tr>
<tr>
<td>Vendy</td>
<td>Akbar</td>
<td>Septia</td>
<td>Sela</td>
<td></td>
</tr>
<tr>
<td>Rizal</td>
<td>Fendy</td>
<td>Guntur</td>
<td>Laksita</td>
<td></td>
</tr>
</tbody>
</table>
to them to do. They could open dictionary or ask the other groups to help them.

After completing the task, the researcher pointed some groups to read their answers. Then she gave pictures of places. Their duty was giving names of places in English. They could use dictionary to help them. After they completed the task, the researcher asked some groups to read their results. The researcher asked them to close their maps and guess the names of places read by the researcher.

- **Team Discussion**

  The researcher asked them to play guessing meanings with their teammates. The rule was one of them had to give names of places in Indonesian and the other students had to answer in English. She gave them 15 minutes and said that they played game of meaning using soft voices because they would disturb the other classes. She added that all of members’ teams had to master meanings of the words. They had to be responsible to each member in order that they mastered the material. Then she started the team discussion. The class became noisy and she asked them to soften their voices. She turned around the class and observed how they could play the game. Some of groups could work together by asking and answering meanings of the words. It could be seen from the leader gave questions the words in Indonesian and the other students answered meanings of the words in English. However some groups could not work together because there were some students who were lazy, chatting or doing the other activities. This situation made their discussion did not run well. Seeing the situation, she said that they had to learn meanings of the words because all of the groups had to come in front of the class. They would be asked by the researcher one by one. After she gave threat,
they began to learn meanings of the words in their groups and made sure that all of members’ of the groups understood it.

- **Implementation**

  The researcher stopped the team discussion and called one by one of the groups. The other groups waited calling from the researcher. They could learn more because they still had time to learn. (The groups could be seen at the Table 4.10)

  In practicing in front of the class, there were some students who could not answer then their teammates helped them. However, most of them could answer meanings of the words correctly. She gave 5 minutes to learn again in groups before they did a quiz.

- **Quiz**

  The researcher clanged 8 maps on the blackboard and asked students to play the game. The rule was she would call names of students who would play the game. They said names of places in English. The first players were the students who had high ability in absorbing the material. The names of students could be seen at table below:

<table>
<thead>
<tr>
<th>Table 4.11</th>
<th>The Classifications of Level Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Middle 1</td>
</tr>
<tr>
<td>M. David</td>
<td>Annisa R</td>
</tr>
<tr>
<td>Rohmad</td>
<td>Vira</td>
</tr>
<tr>
<td>A. Husein</td>
<td>Ney</td>
</tr>
<tr>
<td>Dea</td>
<td>Vika</td>
</tr>
<tr>
<td>Elsyia</td>
<td>Fihan</td>
</tr>
<tr>
<td>Cendikia</td>
<td>A. Nindy</td>
</tr>
<tr>
<td>Amanda</td>
<td>Natasya</td>
</tr>
<tr>
<td>Sandra</td>
<td>Gigih</td>
</tr>
</tbody>
</table>

Students had to compete by answering meanings of the words on maps in English. She called the first players and they were ready in front of the tables. For them, it was easy because they
have understood well and they did not take long time to do. For second players, it was the still same as with the first players. They could answer the questions easily. The third and fourth players took time longer than the previous players. They had to think first before answering the questions. Nonetheless, they could do the game. All of students played game well.

3.) The third Meeting (Thursday, 15th September 2011)

Objective: The focus of the third meeting is pronouncing the words

10.05 – 11.50

- **Class Presentation**
  The researcher came to the class at 10.05 am after the previous lesson. She came with the English teacher and the observer. Students sat with their groups. The researcher greeted students, checked their attendance and explained the purpose of the lesson to the students. In the third meeting, the activity was pronunciation. The researcher asked the students to open their maps. The researcher sang a song to attract the students’ attention.

  She pronounced the words first then the students repeated after her. All of students pronounced the words several times. Then she asked each group to pronounce the words. Each group did not pronounce all of the words but they just pronounced some of the words. Then it continued to the other groups. After all of the groups pronounced the words, she pointed some students to pronounce the words.

- **Team Discussion**
  Like the previous activity, the researcher asked them to play a pronunciation game with their teammates. The rule was one of them had to give names of places in Indonesian and the others had to pronounce in English. The researcher gave 15 minutes and said that they could play using soft voices because they would
disturb the other classes. She added that all of members’ teams had to master the pronunciation of the words. They had to be responsible to each member in order to master the material. Then she started the team discussion. The class became noisy and she asked them to soften their voices. She turned around the class and observed how they could play the game. For second times in team discussing, the improvement has been seen from students could work together by asking and pronouncing the words. Although there were some students still made noise or chatted the other activities. She always said to students who made noise or chatted to practice because they would play game pronunciation.

- **Implementation**

  The researcher stopped the team discussion. She asked each group to come in front of the classroom. They made a line. Then she gave to each group a rolled paper containing 5 words. They had to deliver the words by whispering to their friends. Initially they confused but after she explained twice how to play the game, they understood the way of the game. They could play game well although they made noise in the class.

- **Quiz**

  The researcher asked them to sit down. After they took a break, she asked them to do a quiz. They had to pronounce the words in English read by the researcher. The researcher determined students who would answer the questions. (The students’ names could be seen at the Table 4.11)

  Students had to compete by pronouncing the words. She called the first players and they were ready to pronounce the words. In this game, students who can pronounce the fast and correct were the winners. In this game, most of students got difficulty in the word “church”. It was a hard word to pronounce.
4.) The fourth Meeting (Tuesday, 20th September 2011)

Objective: The focus of the fourth meeting is spelling of the words and very simple sentences

10.05 – 11.50

- **Class Presentation**

  The researcher came to the class at 10.05 am after the previous lesson. She came with the English teacher and the observer. Students sat with their groups. The researcher greeted students, checked their attendance and explained the purpose of the lesson to the students. The researcher asked the students to open their maps.

  She gave some examples how to spell the words. She gave drilling to them each group. She gave the words and they had to spell the words until each group could spell the words. Firstly, they spelled in Indonesian and she asked them to spell the words in English. It was little hard because they forgot spelling the letters in English. She then sang song related in English letters for them. It helped them to remember the letters in English. After few minutes they sang together, they could spell in English. For spelling, they did not have difficulty to do. Then she gave new maps to each group. The map was prepositions of places. She explained one by one based on the map. She gave examples in real things around them and pictures on the map. She explained how to make very simple sentences. She explained again because students seemed still confused. She gave the other very simple of grammar.

- **Team Discussion**

  The researcher gave a task containing spelling of the words, making very simple sentences and very simple grammar. She asked students to work in groups. In each team discussion, she always reminded them to work together, learn together, and make sure that
every member of the groups understanding the materials so all of the members’ groups could understand and get best marks for their groups. In this team discussion, students seemed have known what they had to do in team discussion. There were few students did not work in groups.

- **Implementation**
  
  Spelling: The researcher asked a group to come in front of the class. They would be asked to spell the words by the researcher.

  Building sentences and grammar: while the researcher was giving spelling of the words, the other groups did a task about making very simple sentences and very simple grammar.

- **Quiz**
  
  The researcher called some students to answer the questions. The students would compete in answering the questions from the researcher. The researcher still determined who would answer the questions. (The students’ names could be seen at the table 4.11)

  Students competed to spell the words and they made very simple sentences.

**c. Post-test**

It was held at 22\(^{th}\) September 2011. It was done to know the students’ ability in mastering vocabulary after implementation of the method. It was same with the pre-test, it was done individually. The post-test was divided into two parts: written and oral test. Written test was done to know the students’ ability in identifying meaning of the words, spelling the words, and using the words in sentences. While oral test was done to know how students pronounced the words. In conducting pronunciation test, the English teacher helped the researcher.
From the results of the post test, it indicated that students have increased in learning vocabulary. Each indicator has been reached or they have passed KKM. The results of the post-test were:

**Table 4.12**

*Post-test scorer of cycle 1 from first scorer*

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>76</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>69</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>63</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>71</td>
</tr>
</tbody>
</table>

**Table 4.13**

*Post-test Score of Cycle I from second scorer*

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary Aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>76</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>69</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>63</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>71</td>
</tr>
</tbody>
</table>

**Table 4.14**

*Post-test Average Score of Cycle 1 from two scorers*

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary Aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>76</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
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<td>3.</td>
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<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>63</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>71</td>
</tr>
</tbody>
</table>

b. **Observation**

During the implementation, the teaching and learning process became more fun and alive than before. Working together in one team, it made them interested in learning the materials. Besides, they
were more active in discussing the materials by asking and answering the materials. In quiz, most of them had willingness to answer the questions. It indicated that they could reach indicators in learning vocabulary. By using this method, students could learn the materials and cooperate with their friends. Moreover, the score of post-test 1 showed an improvement compared with the pre-test.

Nevertheless, there were still some remaining problems. Furthermore the results of the observation of the cycle 1 can be explained as follows:

(1) **First Meeting**

In the first meeting, the researcher explained how to learn using STAD and made groups. The students seemed interested in this method. The first meeting, they made noise so the researcher had to interrupt to make them quiet. In making groups, they took long time to discuss with their groups thus time was over at that time.

(2) **Second Meeting**

For cycle 1, the topic was about names of places. The focus of activity of the second meeting was identifying meanings of the words. The class became noisy when she asked them to do a task and she had to interrupt to make them quiet. When they were discussing, some of groups could work together by asking and answering the meanings of the words. However some of the groups could not work together. There were some lazy students. They chatted or did the other activities; it made the discussion did not run well. However, they wanted to help their groups in answering the meanings of the words in implementation. When they were playing a game in quiz, they did successfully. There were few students who needed long time to think.

(3) **Third Meeting**

The focus of the third meeting was pronouncing the words. Like the previous meeting, students made noise and she reminded them to
use soft voices. They made improvement in discussing. There were some students who make chatting or playing. Then they played a pronunciation game. The groups which practiced well, they could play in a game. In quiz, for all levels of intelligence, they could not pronounce the word “church”

(4) Fourth Meeting

The focus of the fourth meeting was spelling the words, using words in sentences and very simple grammar. In spelling, their difficulty was remembering how to spell the words in English. Using words in sentences was the most difficult factor for them. She explained how to build sentences twice. The students could understand preposition of places and very simple grammar. By practicing in groups, they know how to build sentences. Some students did their own activities in the class thus they could not understand the researcher’s explanations.

c. Reflection

After observing and analyzing the results of observation in the cycle 1, the researcher and the English teacher found several positive and negative results at the first cycle. They were as follows:

(1) Positive Results

(a) Most of students had willingness to be active in team discussion
(b) The students had motivation in answering the questions from the researcher in quiz
(c) Most of students could learn the vocabulary
(d) They could work together in group to learn the materials
(e) The situation in the class became more alive and enjoyable.
(f) The usage of STAD could improve vocabulary mastery such as improvement of their confidence in discussing and answering the questions. They were not shy or afraid. They understood the materials better because they practiced and
learnt among their friends. In addition, they were more active in learning vocabulary

(2) Negatives Results

(a) Class was still noisy

(b) There were some students who could not reach the KKM

(c) In team discussion, there were some students who could not work together. They just chatted or played the other activities thus they could not reach the indicators in vocabulary mastery.

(d) Some of students have not understood in learning vocabulary yet especially in using words in sentences and pronunciation.

d. Revision

Since in the cycle 1 there were some problems, the researcher was helped by the English teacher revising a plan for eliminating the weakness of the implementation of STAD in the previous cycle. It was expected that the weakness would not occur again.

The plan for the next cycle would focus on drilling more pronunciation and using words in sentences. Moreover, the writer would provoke students to join in their group.

-Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tuesday, 27th September 2011</td>
<td>Pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Thursday, 29th September 2011</td>
<td>The first meeting</td>
</tr>
<tr>
<td>3.</td>
<td>Tuesday, 4th October 2011</td>
<td>The second meeting</td>
</tr>
<tr>
<td>4.</td>
<td>Thursday, 6th October 2011</td>
<td>The third meeting</td>
</tr>
<tr>
<td>5.</td>
<td>Tuesday, 18th October 2011</td>
<td>The fourth meeting</td>
</tr>
<tr>
<td>6.</td>
<td>Thursday, 20th October 2011</td>
<td>Post-test</td>
</tr>
<tr>
<td>Aspects of improvements:</td>
<td>Before research</td>
<td>After research cycle 1</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Students’ vocabulary mastery</strong></td>
<td>1. The students had difficulties in identifying meanings of the words</td>
<td>1. The students could identify meanings by practicing in team discussion</td>
</tr>
<tr>
<td>2. The students had difficulty in the pronunciation of the words</td>
<td>2. The students could pronounce the words although still had difficulties in some words</td>
<td></td>
</tr>
<tr>
<td>3. The students got difficulties in spelling of the words</td>
<td>3. The students could spell words better in complex words</td>
<td></td>
</tr>
<tr>
<td>4. The students had difficulty in using words in sentences</td>
<td>4. The students could make sentences using words but they were still confused in it</td>
<td></td>
</tr>
<tr>
<td>5. The mean scores of pre-test were 73 for meaning, 56 for pronunciation, 70 for spelling, and 48 for using words</td>
<td>5. The mean scores of post-test cycle, 76 were for meaning, 69 for pronunciation, 75 for spelling, and 63 for using words</td>
<td></td>
</tr>
<tr>
<td><strong>Students’ improvement in teaching and learning vocabulary</strong></td>
<td>The students were noisy in the class, they chatted or did other activities</td>
<td>The students chatted about vocabulary and it still made the class noisy</td>
</tr>
<tr>
<td><strong>Students’ activeness in</strong></td>
<td>The students were</td>
<td>The students were more</td>
</tr>
</tbody>
</table>
learning vocabulary | passive in answering the questions from the teacher | active in the class by helping each other in team discussion although there were some students who were passive in the class

The process of cycle 2 is as follows:

a. Pre-test

It was held at 27th September 2011. It was done to introduce new material. It was done individually. The pre-test was divided into two parts: written and oral test. Written test was done to know the students’ ability in identifying meaning of the words, spelling the words, and using the words in sentences. While oral test was done to know how students pronounced the words. In conducting pronunciation test, the researcher was helped by the English teacher.

From the post test in cycle 1, students have increased in vocabulary mastery. It was seen from the result itself. They could identify meanings of the words. When the researcher asked meanings of the words, they could answer the questions. They could build very simple sentences using pictures on map. They made sentences based on grammar taught by the researcher. For pronouncing and spelling of the words, students have improved.

b. Implementation of STAD

In the cycle 2, the steps of implementation were still same from the cycle 1. Before doing action in cycle 2, teacher declared the winner groups. There were super group, best group and good group. The winner groups were chosen from their quality in learning processes, working in the team discussions and individual test.
(1) **First meeting (Thursday, 29th September 2011)**

**Objective:** The focus of the first meeting is changing the groups

10.05 – 10.50

- **Opening**

  The bell rang at 10.05 am; the researcher, the English teacher, and the observer came to the class. The students were in the class and the researcher asked the students to sit down. She greeted the students then checked their attendance. She explained the purpose of the lesson.

- **Developing**

  The researcher read the names members’ of new groups. They looked happy but some of them seemed unhappy. There were some students who made protest to her. She explained that the changing groups would make new situation in the class. They could work together in new groups. She reminded to the students that they have to work together like their previous groups. In the cycle 2, the researcher offered new groups’ names and they chosen “animals” for their groups’ names. She gave time to join in their groups and make leader groups. It took long time because they made noise when they were discussing it. The results of the groups could be seen at table below:

<table>
<thead>
<tr>
<th>Wolf</th>
<th>Snake</th>
<th>Tiger</th>
<th>Whale</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>Rohmad</td>
<td>Amanda</td>
<td>Husein</td>
</tr>
<tr>
<td>Vira</td>
<td>Annisa R</td>
<td>Gigih</td>
<td>Iney</td>
</tr>
<tr>
<td>Sela</td>
<td>Yogi</td>
<td>Rita</td>
<td>Septia</td>
</tr>
<tr>
<td>Beni</td>
<td>Guntur</td>
<td>Salsabila</td>
<td>Rizal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dolphin</th>
<th>Eagle</th>
<th>Giraffe</th>
<th>Lion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dea</td>
<td>Elsya</td>
<td>Cendikia</td>
<td>Sandra</td>
</tr>
<tr>
<td>Fihan</td>
<td>Natasya</td>
<td>Nindy</td>
<td>Vika</td>
</tr>
<tr>
<td>Akbar</td>
<td>Vendy</td>
<td>Radella</td>
<td>Sugeng</td>
</tr>
<tr>
<td>Fendy</td>
<td>Laksita</td>
<td>Dony</td>
<td>Yeni</td>
</tr>
</tbody>
</table>
• Closing

Time was up and she closed the meeting of the day. She said that the next meeting, they would learn meanings of the words and the material was “asking someone to do something”.

(2)  The Second Meeting (Tuesday, 4th October 2011)

Objective: The focus of the second meeting is identifying meaning of the words

10.05 – 10.50

• Class Presentation

The researcher came to the class at 10.05 am after the previous lesson. She came with the English teacher and the observer. The students sat with their groups. The researcher greeted the students, checked their attendance and introduced a new material for the students. In the second cycle, the material was “asking someone to do something”. For introducing the material, she did something in the class such as she closed the door and cleaned the blackboard. Then she asked to the students about what she was doing. Students answered in Indonesian because it was new material.

She gave new pictures. The pictures contained the daily activities and the things around them. She asked the students to give names on the pictures in English with their groups and they could open dictionary. The researcher gave time 10 minutes to do. After completing the task, they exchanged to the other groups. She discussed the task together with the students.

• Team Discussion

The students had to give and guess meanings of the words on the pictures. The high intelligence students used pictures which they have to make questions meanings in Indonesian and the other students answered the meanings of the words in English. They could do the practiced in groups. She gave them 15 minutes to do.
The researcher observed the students in team discussion. It was seen that the students worked together in groups. Most of them could guess the meanings of the words.

- **Implementation**

  The researcher stopped the team discussion and called one by one the groups. The other groups waited calling from the researcher. They could learn more because they still had time to learn. (The groups could be seen at the table 4.17)

  In the cycle 2, they could answer the meanings of the words well. The rule was one of them had to do the activities in the material. Then the others member’s groups guessed in English. All of members the groups had to guess the meanings of the words. She asked about the things around the class such as door, book, blackboard, table, floor, and garbage. She also asked on the pictures such as curtain, bookshelf, and magazine

- **Quiz**

  Like in the cycle 1, quiz was given to know their ability in learning vocabulary generally. Thus the researcher called the students based on their ability in absorbing material. (The groups could be seen at the Table 4.11)

  In this activity, the researcher called some students to answer questions. The researcher did activities first and then she called the students. The difficult words were given to the high intelligence students. The middle and the low intelligence students were given easy words.

(3) **The third Meeting (Thursday, 6th October 2011)**

  **Objective:** The focus of the third meeting is pronouncing and spelling the words

  10.05 – 10.50 **commit to user**
• **Class Presentation**

The researcher came to the class at 10.05 am after the previous lesson. She came with the English teacher and the observer. The students sat with their groups. The researcher greeted the students, checked their attendance and explained the purpose of the lesson to the students. In the third meeting, the activities were pronunciation and spelling. The researcher asked them to open their pictures. Before starting the lesson, the researcher asked them to sing a song related themes and alphabet song.

She pronounced the words first then the students repeated after her. All of students pronounced the words several times. Since in the cycle 1, the students still had difficulties in pronunciation thus she gave more drilling in pronouncing the words. One by one word was pronounced by the researcher first and the students repeated after her. Then she asked each group to pronounce the words. After all of the groups pronounced the words, she pointed some students to pronounce the words. The second activity was spelling of the words. She gave a word to a group and they had to spell it. They could spell in Indonesian but she reminded them in order to spell in English. She gave drilling to all the groups.

• **Team Discussion**

The researcher asked them to guess pronunciation with their teammates. The rule was one of them had to give names on the pictures in Indonesian and the other students had to pronounce in English. The researcher gave them 15 minutes to do and said so that they could play with soft voices because they would disturb the other classes. She added that all of members’ teams had to master the pronunciation of the words. They had to be responsible to each member in order that they mastered the material. Then she started the team discussion. She turned around the class and
observed how they could play the game. In the cycle 2, most of groups could work together better than in the cycle 1. It was caused they knew what they had to do in their groups. She also gave correction in their wrong pronunciation to each group in order that they could pronounce correctly. Besides pronunciation, they practiced spelling of the words. Then she continued spelling game to the students. She asked the groups to play a spelling game. It was done by competing two groups. One of the groups gave four words and the one spelled the words. Each member of the group gave a word to the one.

• **Implementation**

  The researcher stopped the team discussion. She asked each group to come in front of the class. They would play a pronunciation game. They made a line. Then she gave a rolled paper containing 5 words. They had to deliver the words by whispering to their friends. For this game, they were more ready. They were more confident in delivering words to their friends. After playing game pronunciation, she asked per group to spell words given by her.

• **Quiz**

  The researcher asked them to sit down. After they took a break, she asked them to do a quiz. They had to pronounce the words given by the researcher. (The students’ names could be seen at the table 4.11)

  Students had to compete by pronouncing the words. Same as with the cycle 1, the students who were called by the researcher competed to pronounce and spell the words. She gave words, pointed things in the classroom or did something relating on the pictures. The students pronounced first then spell the words.
(4) The fourth Meeting (Tuesday, 18th October 2011)

Objective: The focus of the fourth meeting is making very simple sentences and understanding very simple grammar

10.05 – 10.50

• Class Presentation

The researcher came to the class at 10.05 am after the previous lesson. She came with the English teacher and the observer. The students sat with their groups. The researcher greeted the students, checked their attendance and explained new lesson was very simple sentences and very simple grammar.

The researcher explained about asking someone to do something. She explained about the meaning of “asking someone to do something” and gave examples in the class. Then she explained how to make very simple sentences. She explained one by one to build a sentence. Some students seemed confused and she explained once more. They seemed understood how to make very simple sentences.

• Team Discussion

In the cycle 1, they had still confused in using words in sentences thus in the cycle 2 she gave drilling a task to complete sentences and making sentences based on pictures. She gave puzzle sentence. She asked students to make a sentence using pieces of the words. She went around the class to look at the discussion. She gave explanation to each group. To make sure they have understood material, she went around the groups and gave more explanation to the groups. She asked the students to work in groups. In each team discussion, she always reminded them to work together, learn together, and make sure every member’s of
the groups understanding the materials. Therefore all members’ of
the groups could understand and get best marks for their groups. In
this team discussion, the students seemed have known what they
had to do in team discussion.

- **Implementation**

  The students did a task from the researcher. They worked
together to complete the task. They could open dictionary to help
them. Teacher gave 10 minutes to finish their task.

- **Quiz**

  A quiz was given by the researcher. The researcher gave
questions on blackboard. The students called by her came to in
front of the class and answered the questions. (The students’ names
could be seen at the Table 4.11)

- **Post-test**

  It was held at 20th October 2011. It was done to know the
students’ ability in mastering vocabulary after implementation of
the method in the cycle 2. It was held individually. The post-test
was divided into two parts: written and oral test. Written test was
done to know the students’ ability in identifying meaning of the
words, spelling of the words, and using the words in sentences.
While oral test was done to know how students pronounced the
words. The English teacher helped the researcher in conducting
oral part.

  From the results of the post test, it indicated that students
have increased in learning vocabulary. Each indicator has been
reached or they have passed KKM. The results of the post-test
were:
Table 4.18  
*Post-test Score of Cycle 2 from the First Scorer*

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>84</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>76</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>73</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>78</td>
</tr>
</tbody>
</table>

Table 4.19  
*Post-test Score of Cycle 1 from the Second Scorer*

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary Aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>84</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>76</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>73</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>78</td>
</tr>
</tbody>
</table>

Table 4.20  
*Post-test Average Score of Cycle 2 from Two Scorers*

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary Aspects</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning</td>
<td>84</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>76</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>Using words</td>
<td>73</td>
</tr>
<tr>
<td>5.</td>
<td>Mean scores</td>
<td>78</td>
</tr>
</tbody>
</table>

d.

Observation

During implementation in the cycle 2, the researcher observed the students in teaching and learning process to know their activities. The activities of the teaching and learning process were written in the field notes. The writer could notice that during the implementation of action research that the teaching learning
process became more alive than before. The result of the observation of each meeting in the cycle 2 is described as follows:

1) **First Meeting**

   In the cycle 2, the first meeting was changing the groups and making new groups. Like the previous cycle, the researcher read the names of members’ groups. They discussed the names of the groups and decided the leader of the groups. In this meeting, she read the winner groups of the cycle 1.

   When researcher was reading the students’ names of the groups, they looked happy but some of them made protest because they dislike with their friends. She reminded them that the purpose of working together was to make friendship. The situation in the class crowded with students’ voices in deciding the names of their groups. In this cycle, the names of the groups were animals. They opened dictionary to look for names of animals. From this activity, they could discuss and think with the other members better than the cycle 1. From earlier in the cycle 2, she made sure to the students that they had to join in groups and work together so that all of members’ groups could get best marks.

2) **Second Meeting**

   In the second meeting, the activity was identifying meanings of the words. In the cycle 2 the material was asking someone to do something. She introduced the material by doing something and students answering. Then she gave pictures to make them familiar with the material. They had to mention names of the pictures in English. They did a task by working together. In team discussion, they seemed have known to give and answer meanings of the words. Therefore they could answer the questions in quiz and implementation.
3) **Third Meeting**

The third meeting was pronouncing and spelling of the words. Firstly she asked them to repeat words after her then each group and randomly students in the class. After pronouncing, she asked them to spell the words. Then she gave time for them practicing in team discussing. The class became noisy and she asked them to soften their voices. In this topic, there were some words which were hard to pronounce such as curtain, move and garbage. She tried to help them by giving examples in pronunciation. She added time to drill the words and gave correction to each group in team discussion. They were tired to pronounce the words. Seeing the situation, she asked them to sing the song relating on the theme. After that, they played a pronunciation game. It was still same with the previous game in the cycle 1 but they looked ready and confident. Then she asked them to spell the words. In quiz, they answered questions given by pronouncing and spelling the words given by the researcher.

4) **Fourth Meeting**

In the fourth meeting, the focus on using words in sentences. Thus she explained about asking someone to do something, and then she gave pattern to make very simple sentences. In using words in sentences, they had difficulty to understand it so she explained it twice. She asked them to practice making very simple sentences by discussing together in groups using puzzle sentences. She gave explanation in team discussion about how to make sentences using words. They practiced again in implementation to comprehend it. For quiz, the researcher gave words on the blackboard and gave chances to the students who were called by her to answer the questions.
e. Final Reflection

Based on the observation results which were recorded in field notes, there were some reflections about the positive results and negative results of the cycle 2, as follows:

1) Positive results
   a) Students who chatted or played could work in groups
   b) The students’ average scores of each element of vocabulary namely meaning, pronunciation, spelling, and using words in sentences achieved KKM
   c) Students were active in teaching and learning process
   d) Students enjoyed learning vocabulary using STAD
   e) Students could discuss and practice in team discussion
   f) In pronunciation, students have increased than cycle 1 because the researcher added drilling in developing and in team discussion for groups. In using the words, they could make very simple sentences better than cycle 1 because she focused on drilling each group in order that students understood more

2) Negative Results

Class became noisy because they were in groups and it took time to make them quiet. It is learning by working together thus some of the groups had quarrels each others. This situation made students who learnt the materials could not work well.

After doing research in the class, there were some strengths and weakness in implementation of STAD to teach vocabulary.

The strengths of the implementation of this method such as it could make the students more active in discussing and learning vocabulary. Therefore, they could understand meaning, pronouncing, spelling of the words also they could use words in sentences. This method also could make the passive students had courage to answer questions from the researcher. They enjoyed and
comforted in learning vocabulary because they were among friends.

Nonetheless, using this method, class became noisy because they discussed and practiced the materials together in groups. The researcher had to interrupt several times to remind them. There were some students did not want to join and help the groups or just one person who do the task. Therefore, she reminded them every meeting.

f. Revised Plan

Since the result of the post test in cycle 2 showed improvement in vocabulary, the researcher and the English teacher decided to stop the research. It was enough the implementation of STAD in the fifth grade. They could reach each indicator as seen in table 4.17-4.19

B. Research Finding and Discussion

1. Research Finding

After all data were collected from field notes, the observation results, the lesson’ task, the result of pre-tests and post tests, the researcher was helped by the English teacher draw some results of the research. The results were the improvement of students’ vocabulary, the improvement in teaching and learning process and the improvement of activeness in learning vocabulary. The results can be seen in table 4.21.
Table 4.21

*The table of improvements of students*

<table>
<thead>
<tr>
<th>Aspects of improvements:</th>
<th>Before research</th>
<th>After research cycle 1</th>
<th>After research cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students’ vocabulary mastery</strong></td>
<td>1. The students had difficulties in identifying meanings of the words</td>
<td>1. The students could identify meanings by practicing in team discussion</td>
<td>1. The students could identify meaning of the pictures and real objects</td>
</tr>
<tr>
<td></td>
<td>2. The students had difficulty in the pronunciation of the words</td>
<td>2. The students could pronounce the words although still had difficulties in some words</td>
<td>2. They could pronounce the words by practicing together in group</td>
</tr>
<tr>
<td></td>
<td>3. The students got difficulties in spelling of the words</td>
<td>3. The students could spell the words better in complex words</td>
<td>3. The students could spell the complex words and long words</td>
</tr>
<tr>
<td></td>
<td>4. The students had difficulty in using words in sentences</td>
<td>4. The students could make sentences using words but they were still confused in it</td>
<td>4. They made sentences from words or pictures based on the given pattern</td>
</tr>
<tr>
<td></td>
<td>5. The mean scores of pre-test were 73 for meaning, 56 for pronunciation, 70 for spelling, and 48 for using words</td>
<td>5. The mean scores of post-test cycle were 76 for meaning, 69 for pronunciation, 75 for spelling, and 63 for using words</td>
<td>5. The mean scores of post-test cycle 2 were 84 for meaning, 76 for pronunciation, 80 for spelling, and 73 for using words</td>
</tr>
<tr>
<td><strong>Students’ improvement in teaching and learning vocabulary</strong></td>
<td>The students were noisy in the class, they chatted or did other activities</td>
<td>The students chatted about vocabulary and it still made the class noisy</td>
<td>Students were still noisy but they made noise because they were learning vocabulary in group</td>
</tr>
<tr>
<td><strong>Students’ activeness in</strong></td>
<td>The students were passive in</td>
<td>The students were more active in the</td>
<td>The passive students became</td>
</tr>
</tbody>
</table>


| learning vocabulary | answering the questions from the teacher | class by helping each other in team discussion although there were some students who were passive in the class | active students and they had courage to answer questions |

From the table, it can be seen that STAD can improve students’ vocabulary also it can change situation in the class during teaching and learning process.

Students could identify meanings from pictures and real objects around class, pronouncing and spelling the words also they could use words to make very simple sentences. The improvement of increasing scores can be seen at table of the pre-test and the post tests.

Moreover, the situation of the class was changed. They were active in learning vocabulary. They asked when they did not know the materials or they were together to look for the words in dictionary. Their activeness was seen in team discussion. They practiced meaning, pronunciation, spelling or making very simple sentences in groups.

In addition the students who were shy or afraid in the class became active and they had courage in answering questions from the teacher. They had willingness to answer questions from the teacher. By learning together, they were more confident in the class. It made them fun and enjoyable learning situation. Among their friends created a good atmosphere and motivation to learn vocabulary.

By creating a good situation in the class, it would make students having comfortable learning situation. Therefore, students could absorb the materials better than usual class.

By analyzing the two cycles, the researcher and the English teacher decided to finish the research since cycle II showed a better improvement on the students’ vocabulary and the atmosphere of the class.
2. Discussion

The research finding shows that there are some improvements in vocabulary mastery by implementing of STAD. The researcher and the English teacher discussed together the results of the research as a final reflection. They identified the improvement of students’ vocabulary and the improvement of the process of teaching and learning English process. The discussion is presented as follows:

1. Students’ improvement in mastering vocabulary

Students have increased in mastering vocabulary. It can be seen from the results of observation and tests which have done in the cycle 1 and the cycle 2. The observations showed that they could identify meanings of the words. For this indicator, actually students have understood when teacher gave pictures or real objects but they often forgot in the next meeting. By practicing with their friends in groups, they could remember meanings from pictures and real objects. Besides, they could try to remember meanings of the words in practicing directly in the class with friends and the teacher. As a result, they could remember meanings of the objects and it can be seen at the post test tables that they could increase their ability. Besides, they could make sentences based on grammar taught from the researcher. They could follow the explanation from the researcher how to make very simple sentences. It could happen because they practiced in groups to solve their problem in using words in sentences, although at the beginning they faced difficulties. From explanation they could not understand yet how to use words in sentences. After they practiced in groups and the researcher helped them in team discussion by giving more explanation, they understood how to use the words in sentences. In additional, their pronunciations have improved although there were some words still hard to pronounce for them. For this activity, the researcher allowed them to speak out on groups. They made noise in the class by pronouncing the words. It could make them could pronounce the words. It was seen in implementation and quiz activities. They
pronounced the words by giving questions. The researcher gave words in Indonesian and they answered the question by pronouncing the words in English. To spell the words, they did not get difficulties to do. They could spell words one by one in English. At the initial, students forgot to spell words in English. Then the researcher reminded them by singing a song related in letters. Then they remembered spelling of the words in English. The researcher gave chances to practice with the groups. They made a letters note and their pronunciation to practice spelling in groups. From the results of individual test, they could pass the limited scores in their school.

2. Students’ improvement in teaching and learning vocabulary

   Although they were still noisy in the class but they did it to learn the materials. They practiced and discussed the materials in groups. It was caused they could not discuss with soft voices. It indicated that they learnt the materials together by discussing the tasks or practicing meanings and pronunciation. They also worked together to make very simple sentences based on the pattern given by the researcher. They enjoyed learning vocabulary using this method.

3. Students’ activeness in learning vocabulary

   From the observations, students’ activeness in learning vocabulary had increased. They were enthusiastic in learning vocabulary. It could be seen when they were discussing, students were active to look for the answers in dictionary. Moreover, all of them wanted to answer the questions of the English teacher and the researcher in quiz. They were not quiet when they were given the questions. They raised their hands to answer the questions.
CHAPTER V
CONCLUSION, IMPLICATIONS, AND SUGGESTION

A. Conclusions

To improve students’ vocabulary mastery, the researcher conducted action research at the fifth grade of elementary school in SD Negeri 120 Tugu Jebres Surakarta. The researcher conducted STAD method to improve students’ vocabulary mastery. This method was used because students’ vocabulary was low and this method matched the situation of the class. Before implementing the method, the researcher did a pre-research which included observation, interview with the teacher and a pre-test.

The research was conducted in two cycles and each cycle consisted of four meetings. Based on the discussion on the previous chapter, the researcher finds that teaching vocabulary using STAD can improve their vocabulary mastery. The students have improved their vocabulary mastery, such as they can identify meanings of the words from the pictures or real objects around them. They can pronounce the words better than before using STAD. Their spelling is also better in complex words or long words. They can use the words in sentences based on grammar taught by the researcher. STAD also improves the class situation. The students are more enthusiastic in learning vocabulary. They can work together and create a good atmosphere in the class. They are still noisy but their noise is to learn the materials.

Based on the discussion, the researcher concludes that teaching vocabulary through STAD can be an effective technique in improving the students’ ability in English vocabulary at the fifth grade students of SD Negeri 120 Tugu Jebres Surakarta.
B. Implication

Based on the conclusion above, it implies that STAD can be applied in the process of teaching and learning especially vocabulary. There was improvement of students’ mastery in meaning, pronunciation, spelling, and using words in sentences. Besides, STAD also can improve the students’ behavior in teaching learning process, students’ learning activities and the class atmosphere. The implications include:

1. The use of STAD helps the students to comprehend meaning, pronunciation, spelling, and using words in sentences.
2. The steps of STAD give many changes to the students to learn vocabulary. It gives students chances to work together among their friends. For students, it is a fun learning situation so they can more focus on learning vocabulary. Passive students are more active in the class both in teaching learning process and quiz.
3. STAD makes a good atmosphere in the class. They are more interested in learning vocabulary. By team discussion and implementation directly, it makes them remember what they have learnt in the class. Although they are noisy in the class but they still learn the materials from the researcher.
4. By using this method, students will be confident in learning vocabulary. There are no students who are shy or afraid in answering the questions because all of them have learnt materials in team discussion.

This method can be as a reference for the teacher in improving the quality in applying the effective technique toward improving the students’ learning motivation and achievement in learning English.
C. Suggestion

Based on the conclusion, the researcher gives some suggestions to the teacher, the students, and other researchers also for the school as follows:

1. For English teacher

   This method can be used as a way to deliver materials to students because it can improve their ability in learning vocabulary also their motivation.

2. For students

   a. The students should pay more attention when the teacher gives the explanation.
   b. The students should be more quiet in the class

3. For school

   a. The school should provide newest and complete references especially to the teacher.
   b. The school should provide the newest teaching aids to support the teaching learning process

4. The English Department of FKIP UNS

   English Department should give more chances to conduct class action research to its students to get graduation because it can be a chance for them to practice and also do research in teaching and learning process

5. For other researchers

   It is expected that the findings of this study will be used as an additional reference for further research in different context which will give valuable contribution to teaching and learning English.