Student Team Achievement Division (STAD) Learning Model in English Learning

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Abstract
STAD is one of the simplest approach methods in cooperative learning and is an approach model that is suitable for teachers who are just starting the cooperative approach. The aims of this study are to find out the steps of STAD learning model and Strengths and Weaknesses of the STAD Learning Model. The approach of this study was a qualitative research design. The Miles and Huberman theory serves as the foundation for the analytical process, which includes data reduction, data presentation, and conclusion/verification. The steps of the STAD learning model, namely delivery of goals and motivation, group division, teacher presentation, team learning activities, quiz (evaluation), and team achievement award. There are several weaknesses advantages in using the STAD learning model.
Keywords: STAD Learning Model, English learning

INTRODUCTION

STAD is one of the simplest approach methods in cooperative learning and is an approach model that is suitable for teachers who are just starting the cooperative approach. In addition, STAD is also an effective cooperative learning method (Slavin, 1994). The basic idea of the STAD model is how to motivate students in their groups so that they can encourage and help each other in mastering the material presented, and foster an awareness that learning is important, meaningful and fun. In cooperative learning,

Achievements are given to the group so that the group gets good grades, cooperation is needed among group or team members in understanding the material that has been taught and being able to solve any existing problems. (Slavin, 1994) explains that cooperative learning with the STAD model, students are placed in study groups consisting of 4-5 students who are a mixture of different academic abilities, so that in each group there are high, medium, and low achievers or variations in gender, racial and ethnic groups, or other social groups.

In line with (Trianto, 2007) suggests that the STAD type of cooperative learning is one type of cooperative learning model by using small groups with the number of members in each group of 4-5 students heterogeneously.

STAD, students are divided into groups of 4-5 of various abilities, gender, and ethnicity. The teacher gives a lesson, and then the students in the group make sure that all group members can master the lesson. After that all the students took an individual quiz on the material, and at that time they could not help each other. Students' quiz scores are compared to their own previous average, and the average is rewarded based on how much improvement they can achieve or how high it exceeds their previous score. These values are then added up to get the group score, and the group that reaches certain criteria will get an award in the form of a certificate or other prize.

RESEARCH METHOD

The approach of this study was a qualitative research design. The methods utilized to collect data are observation and documenting. The observation is conducted by watching the students. While using the documentation to study the learning model (Creswell, 2013). After the data has been acquired, analysis is performed. The Miles and Huberman theory serves as the foundation for the analytical process, which includes data reduction, data presentation, and conclusion/verification (Miles et al., 2014). First, data reduction, as the study is put into practice, this stage continues continuously. aimed at further organizing, classifying, directing, and sharpening the data. Second, information display, a presentation of data is a grouping of organized data that enables users to make decisions and take action. It is simpler for the researcher to comprehend what is happening and what to do by watching how the data is presented. The data might be displayed in the form of graphs, tables, charts, or concise summaries. Third, drawing of verification/conclusions, the researcher draws judgments at the data collecting stage that are backed up by substantial evidence based on the data that has been condensed and presented. Conclusions are responses to issues and queries that have been posed by researchers since the beginning of time.

RESULTS AND DISCUSSION
STAD learning model steps

Figure 1. Implementation of STAD learning model

The steps of the STAD learning model according to (Rusman, 2011), namely:
1. Delivery of goals and motivation
   Delivering the learning objectives to be achieved in the learning and motivating students to learn.
2. Group division
   Determining group members is sought so that the ability of students in groups is heterogeneous and the ability between one group and another is relatively homogeneous. Where possible cooperative groups need to take into account race, religion, gender, and social background. If the class consists of relatively the same race and background, then the formation of groups can be based on academic achievement.
3. Teacher presentation
   The teacher conveys the subject matter and in the learning process is assisted by media as well as demonstrations of real questions or problems that occur in everyday life, besides that the teacher also explains the skills and abilities that are expected to be mastered by students both from the task and how to do it.
4. Team learning activities
   Students learn in groups that have been formed. The teacher prepares student worksheets as a guide for group work, so that all members master and each contributes

to each other. During the team work, the teacher makes observations, provides guidance, encouragement and assistance when needed.

5. Quiz (evaluation).
   The teacher evaluates learning outcomes through giving quizzes about the material being studied and also assesses the presentation of the work of each group. Students are given quizzes individually and are not allowed to work together. This is done to ensure that students are individually responsible for themselves in understanding the teaching materials. The teacher sets the mastery limit score for each question.

6. Team achievement award
   After the quiz, the teacher checks the students' work and is given a number in the range 0-100. and groups that meet certain criteria will receive awards in the form of certificates or other prizes.

Figure 2. Steps of STAD learning model

Strengths and Weaknesses of the STAD Learning Model

Weaknesses that occur in the learning model STAD are as follows:
1. STAD cooperative learning is not the most panacea for solving problems that arise in small groups.
2. There is dependence so that students who are slow to think cannot practice independent learning.
3. It takes a long time so that the curriculum achievement targets cannot be met
4. Unable to apply subject matter quickly.
5. Assessment of individuals, groups and giving gifts makes it difficult for teachers to carry out.

Despite the many disadvantages that arise, STAD learning also has advantages, namely:
1. Helping students learn the content of the subject matter being discussed.
2. There are other group members who avoid the possibility of students getting low scores, because in the oral test students are assisted by members of their group.
3. Making students able to learn to argue, learn to listen to the opinions of others, and record things that are useful for the common good.
4. Produce high student learning achievement and increase student self-esteem and improve relationships with peers.
5. Prizes or awards given will provide encouragement for students to achieve higher results.
6. Students who are slow to think can be helped to increase their knowledge.
7. The formation of small groups makes it easier for teachers to monitor students in learning to work together.

CONCLUSION

The steps of the STAD learning model, namely delivery of goals and motivation, group division, teacher presentation, team learning activities, quiz (evaluation), and team achievement award. Weaknesses that occur in the learning model STAD namely STAD is not the most panacea for solving problems, students who are slow to think cannot practice independent learning, it takes a long time so that the curriculum achievement targets cannot be met, unable to apply subject matter quickly, and assessment of individuals, groups and giving gifts makes it difficult for teachers to carry out. Despite the many disadvantages that arise, STAD learning also has advantages, namely helping students learn the subject matter content, the possibility of students getting low scores, making students able to learn to argue, produce high student learning achievement, provide prizes or awards for students to achieve higher results, help to increase students' knowledge, it easier for teachers to monitor students.

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