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THE EFFECTIVENESS OF STAD METHOD TOWARDS STUDENTS' UNDERSTANDING OF SIMPLE PRESENT TENSE

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Abstract

Understanding grammar is essential for students learning English as a foreign language. Grammar rules provide order and clarity to the language so that students could understand how words, phrases and sentences are combined. According to Ameilani (2019), "Grammar is the most challenging issue, Although I can speak English, I sometimes get confused when arranging words and sentences related to grammar" one participant said. Therefore, the purposes of this study were to ascertain whether there was a significant improvement in student achievement in understanding simple present tense after being taught using the STAD method and to find out whether there was a significant mean difference between students who were taught using the STAD method and those who were not taught using the STAD method. This study used a quasi-experimental design method. 66 students in the eighth grade in SMP Negeri 38 Palembang were chosen by the researcher using the purposive sampling and divided into the experimental and the control classes. Based on the test results using Wilcoxon test, there was a significant improvement in students' achievement in understanding simple present tense after being taught with STAD method. Based on Mann Whitney test, it was also found that there was a significant mean difference between students who were taught using STAD method and those who were not taught using STAD method. In conclusion, the use of STAD method was effective in improving students' understanding at SMP Negeri 38 Palembang.

Keywords: *STAD method, students' understanding, simple present tense*

1. INTRODUCTION

English usage in the educational field is growing significantly. English is taught in various nations, one of which is Indonesia. In Indonesia, English is regarded as a foreign language and it is learned in a lot of Indonesian schools. According to Angraini & Iman (2022), in Indonesia, English is taught in all levels of school, and EFL students are required to acquire four fundamental English language skills. As stated by Muryani & Iman (2017), learning English requires four skills: listening, speaking, reading, and writing. As students learn a language, they will be expected to utilize it both orally (listening and speaking) and in writing (reading and writing).

Students must acquire not just four English skills, but also the components of the English language, those are grammar, vocabulary, pronunciation, then spelling. Supina (2018) states grammar, vocabulary, pronunciation, and spelling are all essential components of the English language. Grammar understanding is essential for students learning English as a foreign language. Grammar rules give the language structure and clarity, allowing students to understand how words, phrases, and sentences are constructed. Part of speech, sentences pattern, articles, and tenses are several grammar rules that must be followed by students.

Grammar problems are one of the obstacles that many students suffer, particularly while learning tenses. According to Van et al. (2019), tenses are regarded as one of the trickiest parts of grammar for students to learn. Ameilani (2019) did a study on grammar issues and discovered that many students struggle to learn English due to grammar. Grammar, based on to the participants, is the most challenging issue. "Although I could speak English, I sometimes get confused when arranging words and sentences related to grammar," one participant remarked. One of the most challenging tenses for students to learn is the simple present tense

Simple present tense is a basic tenses commonly used in daily life. The simple present tense is one of the fundamental tenses that students should know (Taslim, 2016). The differences between Indonesian and English

language systems make studying tenses challenging for students. Pereira and Mosa (2017) say that mastering the simple present tense is a key essential control for students because it effects how they create and apply sentences in their everyday conversations. That is why teachers should teach students the fundamental tenses, namely the simple present tense, in an appropriate method.

An appropriate method will make it easier for educators to offer content regarding the simple present tense and for students to effectively absorb the material. Here, the Student Teams Achievement Division (STAD) approach is required. According to Slavin & Davis (2006), STAD is a strategy that assigns students to four to five person learning teams. The teams are diverse in terms of performance, gender, and ethnicity. Cooperative learning, particularly the STAD method, is a more efficient method of instruction for raising students' English tenses understanding, specifically the simple present tense (Anwer, Tatlah & Butt, 2018). Thus, the researcher would like to find out significant improvement on students' achievement in understanding the simple present tense after being taught by STAD method and significant mean difference between the students who were taught by using STAD method and who were not taught by using STAD method.

2. METHOD

The researcher used quasi-experimental and applied two groups, those were experimental and control groups. The researcher administered a pretest, the STAD method's treatment, and a posttest to the experimental group. The control group, on the other hand, received just a pretest and a posttest without any STAD method treatment.

Respondents

The study's population consisted of eighth-grade students from SMP Negeri 38 Palembang. The eighth grade students were separated into ten classes with a total population of approximately 270 students, ranging from VIII.1 to VIII.8. The purposive sampling technique was employed for choosing the research sample. The researcher selected classes 8.2 and 8.8 as the target of research based on the criteria of students in the eighth grade who were regarded capable of representing the appropriate sample characteristics.

Instruments

The test employed as a research instrument in this study. The goal of the test was to determine how well students understood the lesson and how well they learnt or grasped the material. The examination consisted of 50 multiple-choice questions. The questions were drawn from reliable sources such as Betty Schrampfed Azar's Basic English Grammar and Nur Zaida's Mandiri textbook which was published by Erlangga Publisher for SMP and MTs in grade 8. The researcher administered pre-test questions to measure students' comprehension of simple present tenses before initiating the STAD method treatment. After several meetings, the STAD method was employed to improve students' understanding. A post-test was administered to assess the effectiveness of the STAD method in teaching simple present tense.

Procedures

The researcher administered a pretest before beginning the treatment process. The goal of the pretest was to determine how difficult the students are with the simple present tense before using the STAD method. During the STAD method treatment, 12 meetings were held. The first meeting was pretest. Then the researcher provided materials about simple present tense for ten meetings. After all of the meetings, the students took a posttest to assess their abilities after learning the STAD method and applying it in the posttest.

Data analysis

The t-test was used in this study are Wilcoxon Test and Mann Whitney test. Using Wilcoxon test was used to know whether there was any significant improvement on students' achievement in understanding the simple present tense after being taught by Student Teams Achievement Division (STAD). Using Mann Whitney test was used to know whether there was any significant mean difference between the students who were taught by using Student

Teams Achievement Division (STAD) method and who were not taught by using Student Teams Achievement Division (STAD) method. The Wilcoxon and Mann Whitney tests were used because the results of the homogeneity test showed that the data were not homogeneous. The Wilcoxon Signed Rank Test non-parametric test is used to assess the significance of the difference between two pairs of ordinal scale data that are not normally distributed (Sugiyono, 2017). Siregar (2015) asserts that Mann-Whitney analysis is used to test the average of two samples that are not homogeneous in terms of number or composition. Each student's pre- and post-test scores were computed and compared using SPSS Version 25.

3. FINDINGS AND DISCUSSIONS

Findings

Distribution Data of Experimental and Control Classes

Experimental class

Table 1. The Distribution Data of Experimental Class

	Pretest Experimental Group			Posttest Experimental Group		
Achievement Level	**Mean Score**	**Standard Deviation**	**Frequency and Percentage %**	**Mean Score**	**Standard Deviation**	**Frequency and Percentage %**
Very Good (93-100)	-	-	-	95.00	2.000	4(11.8)
Good (84-92)	-	-	-	86.90	3.275	20(58.8)
Average (75-83)	-	-	-	79.20	2.530	10(29.4%)
Poor (<75)	38.82	10.755	34(100%)	-	-	-
Total	**38.82**	**10.755**	**34(100%)**	**85.53**	**5.743**	**34(100%)**

From the distribution data table above, it could be seen that the total mean in the pretest experimental group was 38.82 while in the posttest it was 85.53. In the pretest, the standard deviation value was 10.755 while in the posttest it had a value of 5.743. Frequency and percentage were the same as having 34 students with a percentage of 100% in both pretest and posttest experimental. In the experimental pretest, there was the same mean, standard deviation, and frequency percentage between poor and total. While in the posttest, there was a mean of 79.20 in average, 86.90 in good, and 95.00 in very good. In standard deviation had a value of 2.530 in average, 3.275 in good, and 2.000 in very good. In frequency and percentage had a value of 10 (29%) in average, 20 (58.8%) in good, and 4 (11.8%) in very good.

Control Class

Table 2. The Distribution Data of Control Class

	Pretest Control Group			Posttest Control Group		
Achievement Level	**Mean Score**	**Standard Deviation**	**Frequency and Percentage %**	**Mean Score**	**Standard Deviation**	**Frequency and Percentage %**
Very Good	-	-	-	-	-	-

(93-100)						
Good (84-92)	-	-	-	-	-	-
Average (75-83)	-	-	-	-	-	-
Poor (<75)	36.06	9.193	32(100%)	37.13	8.500	32(100%)
Total	**36.06**	**9.193**	**32(100%)**	**37.13**	**8.500**	**32(100%)**

From the distribution data table above, it could be concluded that the total mean, standard deviation, frequency and percentage had the same value between those in total and those in poor. In the pretest control group had a mean of 36.06 while in the posttest control it was 37.13. Frequency and percentage were the same as having 34 students with a percentage of 100% in both pretest and posttest experimental. In the pretest, the standard deviation value was 9.193 while in the posttest it had a value of 8.500. Frequency and percentage were the same as having 32 students with a percentage of 100% in both the pretest and posttest of the control class.

The Significant Differences between the Score of Pretest and Posttest

Wilcoxon test of Experimental Class

Table 3. Wilcoxon test of Experimental class

Wilcoxon Test	
Pretest and Posttest of Experimental Class	
Z	5.100
Asymptotic Significance (2-tailed)	.000
Total	34

A significant difference was detected between the pre-test and post-test scores in the experimental class based on the Wilcoxon test results. In the Wilcoxon table, the Asymptotic Significance (2-tailed) was 0.000, which was less than the generally used significance level (typically 0.05). As a result, the difference in scores between the pre-test and post-test in the experimental class was significant.

Wilcoxon test of Control Class

Table 4. Wilcoxon test of Control class

Wilcoxon Test	
Pretest and Posttest of Control Class	
Z	1.936
Asymptotic Significance (2-tailed)	.053
Total	32

Referring to the Wilcoxon test results, there was no significant difference between the pre-test and post-test scores in the control class. As stated in the Wilcoxon test results, the Asymptotic Significance (2-tailed) was .053, which was greater than 0.05. As an outcome, there was insufficient statistical evidence to establish that there was a significant difference in the control class's pre-test and post-test scores.

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The Results of Mann Whitney Test in Experimental and Control Classes

Table 5. Mann Whitney test of Posttest between Experimental and Control Class

Variable	Mann Whitney					
	Mean Rank Posttest Experimental	Mean Rank Posttest Control	Mann Whitney U	Wilcoxon W	Z	Asymptotic Significance (2-tailed)
Students' Understanding of Simple Present Tense	49.50	16.50	.000	528.000	6.987	.000

Based on the results of the Mann Whitney, there was a significant difference between the mean rank posttest scores between the experimental and control classes. The test results show that mean rank posttest experimental was 49.50 then the mean rank posttest control was 16.50. The Asymptotic Significance value (two-tailed significance) was 0.000, which was less than the generally used significance level (generally 0.05). As a result, there was sufficient statistical evidence to infer that the mean difference in posttest scores between the experimental and control groups was significant.

Discussions

In conjunction with the findings above, there were some discussions portrayed. The STAD method significantly improved students' understanding of simple present tense and it could be seen in Wilcoxon test. Those improvements were supported by various reasons. First, repeated exercises made students fully mastered the information linked to simple present tense. Second, teaching simple information sequentially made simple present tense easier and less confusing to the students. Third, students who had learned simple present tense had a better understanding of how to use it correctly and could apply it to their daily activities. Last, the STAD method also made students fearless and confident in expressing their viewpoints, improving their ability for participation and collaboration.

The Mann Whitney test showed a significant mean difference in student learning outcomes between the experimental class treated with the STAD method and the control class. The STAD method ensures that team members understand the learning correctly, fostering a sense of unity and social cohesion. This method had been shown to have a positive influence on student learning, as it encourages teamwork, problem-solving, and social interaction. Overall, the STAD method significantly contributed to students' success in learning simple present tense, demonstrating its effectiveness improving their understanding and skills.

4. CONCLUSIONS

The calculations using data from the Wilcoxon and Mann Whitney tests revealed that using the Student Teams Achievement Division (STAD) style of instruction significantly improved students' understanding of the simple present tense. It also was found after comparing the learning outcomes between the experimental and control classes that there was a significant mean difference between the students who were taught using the Student Teams Achievement Division (STAD) method and those who were not. As a result, it can be said that the Student Teams Achievement Divisions (STAD) technique has been shown to be effective in improving the understanding of the simple present tense at SMP Negeri 38 Palembang.

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