

# THE IMPLEMENTATION OF COOPERATIVE LEARNING “STAD” IN TEACHING VOCABULARY OF RECOUNT TEXT IN EIGHT GRADE JUNIOR HIGH SCHOOL<sup>10 11</sup>

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## ABSTRAK

Penelitian ini bertujuan untuk mengamati penerapan pengajaran kosakata recount text dengan menggunakan STAD. STAD adalah sebuah metode untuk memperkenalkan kosakata bahasa Inggris kepada siswa kelas VIII SMP Negeri 5 Sidoarjo, Kabupaten Sidoarjo, Jawa Timur. Studi ini fokus pada penerapan pembelajaran kooperatif “STAD” dalam pengajaran kosakata dalam recount text kepada siswa kelas VIII SMP serta untuk mengungkap kemampuan para siswa tersebut dalam menggunakan kosakata setelah menerapkan STAD dalam pengajaran kosakata dalam recount text.

Subjek penelitian ini adalah guru bahasa Inggris dan para siswa kelas VIII (34 siswa). Observasi dilakukan dengan menggunakan checklist pengamatan, catatan lapangan (field notes), tugas, serta kuis. Di dalam penelitian ini, peneliti menjadi instrumen kunci di dalam melakukan investigasi kualitatif, sedangkan data utama dari penelitian ini diperoleh melalui observasi (catatan lapangan) dan dokumentasi. Observasi dilakukan di kelas selama proses pembelajaran.

Hasil yang diperoleh mengungkapkan bahwa pengajaran kosakata bahasa Inggris dengan metode STAD berhasil dalam membuat para siswa paham dan mudah memahami kosakata baru. Hal tersebut tidak hanya efektif dalam membuat para siswa merasa lebih tertarik dan menikmati aktivitas di dalam kelas, namun juga dapat memberikan para siswa kesempatan untuk aktif dalam belajar kosakata bahasa Inggris. Sejalan dengan hal tersebut, lingkungan yang tanpa tekanan membuat para siswa paham dan termotivasi dalam belajar bahasa Inggris. Di dalam evaluasi akhir, terungkap bahwa dampak positif dari STAD dapat dianggap sebagai sebuah alat alternatif untuk mengajar bahasa Inggris sebagai bahasa asing, khususnya bagi para pelajar muda, terkait dengan aktivitas-aktivitasnya yang dinamis dan menarik. Namun, di dalam mempelajari kosakata menggunakan STAD, terdapat beberapa dampak negatif yang salah satunya adalah para siswa cenderung berbicara dengan rekan satu tim di luar pokok bahasan. Dalam hal ini, peran guru sangat berpengaruh, untuk membuat tujuan-tujuan pembelajaran dapat dicapai.

**Kata kunci:** pembelajaran kooperatif tipe STAD, kosakata, mengajar, recount text

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## INTRODUCTION

It is believed that students in junior high school are different from students in elementary school, senior high school or university. They have different characteristics in learning. This study wants to conduct a research in junior high school. The study focuses on teaching vocabulary through STAD. The study focuses on the teaching vocabulary of the recount text through cooperative learning STAD with qualitative research design.

The objectives of the study are to describe 1) how is the implementation of cooperative learning type “STAD” in teaching vocabulary of the recount text to the eighth grade students at junior high school level, and 2) how is the students’ ability in using vocabulary increased after STAD is implemented in teaching vocabulary of the recount text.

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader. Personal letters to friends are often recounts of experience (LERN, 1991-a).

Vocabulary is one of the necessary components in learning language, because vocabulary is the basic word of a language. Troika (1995:11) states that vocabulary knowledge in English is the most important aspect of oral English proficiency. In recount text, vocabulary usually used of the features are including Who? Where? When? Why?, noun or pronoun and past tense. Example: *I, at home, last night, a magazine, I took ...*

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. According to Slavin (2009:243) in cooperative learning instructional methods or peer assisted learning, students work together in small groups to help each other learn and discuss with each other, they are expected to do the task better than they work individually.

STAD is the teaching strategy in small heterogeneous groups or teams based on the differences of level academic, genders, race, religion, social background and ethnics. STAD is one of cooperative learning, which has five major components such as classroom presentations, teamwork, quizzes, individual improvement scores and team recognition (Arends, 1997:21).

In the recount text, language feature used is pronouns, nouns, adjectives and simple past tense. To teach vocabulary in the recount text, STAD can be used. STAD is a cooperative learning that has five major components such as classroom presentations, teamwork, and quizzes. Individual improvement scores and team awards are usually grouped in accordance with the level of performance, gender and ethnicity.

Class presentation made by teacher to explain the subject matter that is of recount text, such as language features, for example, (1) pronoun: I, We, (2) noun: book, bag, (3) adjective: happy, smooth, and (4) the simple past tense: visited, arrived. Then, during the teamwork and quiz sessions, the students are asked to find the language features of the text recount

In STAD, students are grouped in teams. Then when a lesson is presented, the teacher and students work in teams to ensure that all team members have completed the lesson. In the end the students are subjected to quiz

related to the teaching materials. Material here is to learn about how to improve vocabulary of the recount text. Vocabulary is an important component in the language. So STAD is a model of learning so that students are more interested and relaxed to learn, while the vocabulary is material that will be taught in order to improve students' skills in mastering vocabulary.

The teacher planners must take careful decisions as to the number of words that the learners can or have to master is available. The teaching of vocabulary of the recount text must take into various grading factors. Teacher's planning must also be with the grouping of words. In order, the new words are presented by presenting new words. A teacher may be able to know the best way to teach vocabulary of recount text (pronoun, simple past tense, noun and adjective).

## **RESEARCH METHOD**

### **Research Design**

The research design was qualitative. This study was intended to reveal implementation and students ability after teaching vocabulary of the recount text using STAD. Therefore, qualitative research is an approach that is also called investigative approach because usually the researcher collected data by face to face and interact with people in the study. Qualitative research can also be intended as a kind of research that the findings are not obtained through statistical procedures or other forms of matter (Strauss & Corbin in Cresswell, 1998:24). In addition, Ary et al (2010:29) add that the basic interpretative study provides descriptive accounts targeted to understanding a phenomenon using data that might be collected in a variety of ways, such as interview, observation, and document review. The purpose is to understand the world or experience of another. These are the most simple and most common qualitative studies.

Qualitative data in this study are in the form of words rather than number. Therefore, the result of the research is in the form of description and interpretation of some phenomena that exist during the research. According to Bogdan and Taylor (1978:5) qualitative is a research procedure that produces descriptive data in the forms of written or spoken from respondents. In addition, Bogdan and Biklen (1992:27) add that the qualitative research must be natural, descriptive, process-oriented, inductive, and meaning full.

Qualitative approach is used to describe the quality of the lesson plans used in teaching learning process and the process teaching vocabulary through STAD including the problems encountered by teacher and the students' attitude toward the use of STAD. The research is conducted to find out how is the implementation of cooperative learning type "STAD" in teaching vocabulary of the recount text to the eighth grade students at junior high school level, and how the students' ability is after implementing STAD is implemented in teaching vocabulary of the recount text.

### **Subjects of the Study**

The Subjects of the study are one of the English teachers and one class of the grade eight students of Junior High School (SMPN 5 Sidoarjo) in the academic year 2014/2015. The class that was observed as the subjects of the study is class VIII2 that consists of 34 students. The reason why choose SMPN 5 Sidoarjo is because the school is one of the best schools in Sidoarjo. This school also is one of the schools that use the 2013 curriculum. In this study, the teacher and students' activities in the class one were observed and take some note without disturbing the teaching and learning process.

### **Data and Source of Data**

The data of this research are qualitative data. The data from observation included teacher's and students' verbal and nonverbal behaviors. Verbal behaviors covered teacher and students verbal activities, the phase of using language both in spoken and written form. The verbal behaviors involving the teacher are instructions, questions and explanation. The student's behavior ranges from questioning in questioning stage to explaining when communicating. The sources of data in this research are the students of eight grade in junior high school in the activities of learning process by the implementation teaching vocabulary in the classroom.

### **Data Collection Technique**

The data of this study were collected by conducting two data collection techniques, namely (1) observation, and (2) documentation.

### **Data Analysis Technique**

In this research, the data from observation method were analyzed by using qualitative data analysis. The procedure of qualitative data analysis by Miles, Huberman, and Saldana (2014:31) was used as the model. It consists of Data condensation, Data display, and Conclusion: drawing/ verifying.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **1. The Implementation of Cooperative Learning Type "STAD" in Teaching Vocabulary of the Recount Text**

##### **a. Pre Activity**

In the pre activity, the teaching vocabulary of the recount text using cooperative learning type STAD activities includes giving motivation to the students. The teacher motivates students in the classroom in order to make them interested in learning English.

## b. Main Activity

Teaching vocabulary of the recount text using cooperative learning type STAD in main activity in each lesson were various. The teacher planners must take careful decisions as to the number of words that learners can or have to master within available. The teaching vocabulary of the recount text must take into various grading factors. Teacher's planning must also be with the grouping of words. Teacher may be able to know the best way to teach vocabulary of recount text (pronoun, simple past tense, noun, and adjective).

### 1) The First Meeting

The teaching vocabulary using cooperative learning type STAD in the beginning of main activity was conducted when the teacher explained about recount text to the class. The teacher presented lesson about recount text, in recount text taught pronoun, noun, simple past tense and adjective.

Students were given the LKS and asked to find and rewrite the vocabulary forms of simple past tense, pronouns, noun and adjective found in it. Each of the items consisted of five words. The time allotted was 30 minutes to complete LKS. Then, the students completed LKS. The next step was the teacher corrected the students' work quickly and then gave the scores. The scores would be used as a base score. The following is a table of scores given to the the students for the works on LKS:

Table 1:  
Scores Obtained by Students on LKS in the First Meeting

Students	Score	Students	Score	Students	Score
S1	95	S13	60	S25	35
S2	95	S14	55	S26	35
S3	80	S15	55	S27	35
S4	80	S16	50	S28	35
S5	75	S17	50	S29	30
S6	75	S18	50	S30	30
S7	75	S19	50	S31	30
S8	70	S20	50	S32	25
S9	70	S21	50	S33	25
S10	65	S22	50	S34	15
S11	65	S23	45		
S12	60	S24	40		

The table shows the scores obtained by the students in the task group. The scores would be used as the basis of the students' grades. There were 13 students whose scores were above 60. There were four questions, and in each question there are five vocabularies that must be found and rewritten. It means that there was one who did 5 correct answers out of totally 5 answers. The highest score was 100.

## 2) The Second Meeting

The implementation of vocabulary teaching using STAD activity in this meeting was that teacher asked the students about her last explanation related to recount text. She did it in order to check how far they understand it. However, the students did not respond, and thus the teacher re-explained and connected it with the skill that she was going to teach. This second meeting focused on individual quiz. Students were given the quiz that the instructions are to find and rewrite the vocabulary forms of simple past tense, pronouns, noun and adjective. Each of the items consisted of five words.

The time allotted was 30 minutes to complete quiz. After all the students completed quiz, the next step was that the teacher corrected the students' work as quickly and gave the scores. The scores would be used as a quiz score. The following is a table of scores obtained by the students on quiz:

Table 2:  
Scores Obtained by the Students on Quiz in the Second Meeting

Students	Score	Students	Score	Students	Score
S1	100	S13	65	S25	40
S2	100	S14	70	S26	50
S3	85	S15	60	S27	50
S4	75	S16	60	S28	30
S5	90	S17	60	S29	40
S6	100	S18	70	S30	35
S7	100	S19	45	S31	35
S8	95	S20	55	S32	40
S9	80	S21	65	S33	45
S10	70	S22	60	S34	35
S11	85	S23	70		
S12	55	S24	35		

Table 2 above shows the scores obtained by the students in the quiz. The scores would be used as the basis of students' grades. There were 20 students whose scores were above 60 (out of 100, the highest score).

From the table, for first individual quiz, it is seen that:

- There were 28 students whose scores increased.
- There were 6 students whose scores decreased.
- Teams that declined were a team of 2 (S15), a team of 3 (S19), a team of 4 (S4), a team of 5 (S12 and S28), and a team of 8 (S24).

The table above is the result of the calculation of the team scores for two meetings. The first and second meetings were combined into one activity. Scores obtained from: quiz score - base score = score. For instance: S1, 100 - 90 = 10. The winning team was determined by adding all points of improvements, and then those points were divided by the number of team members. Of that calculation, the teams were divided into Super Team, Great Team and Good Team.

Table 3:  
Team Award 1

Teams		Points	Teams Score Total	Teams Mean	Team Award
6	S6	30	110	27,5	SUPER TEAM
	S11	30			
	S22	20			
	S27	30			
7	S7	30	110	27,5	SUPER TEAM
	S10	20			
	S23	30			
	S26	30			
1	S1	30	130	26	SUPER TEAM
	S16	20			
	S17	20			
	S32	30			
	S33	30			
2	S2	30	130	26	SUPER TEAM
	S15	20			
	S18	30			
	S31	20			
	S34	30			
3	S3	20	80	20	GREAT TEAM
	S14	30			
	S19	10			
	S30	20			
5	S5	30	80	20	GREAT TEAM
	S12	10			
	S21	30			
	S28	10			
8	S8	30	80	20	GREAT TEAM
	S9	20			
	S24	10			
	S25	20			
4	S4	10	70	17,5	GOOD TEAM
	S13	20			
	S20	20			
	S29	20			

Table 3 above shows that there were four teams that became the Super Teams (team 1, team 2, team 6, and team 7), three teams that became the Great Teams (team 3, team 5, and team 8) and one team that became the Good Team (team 4). In the table above, the winning teams were specified into the Super Team, the Great Team, and the Good Team.

### 3) The Third Meeting

Activities in the third meeting were to repeat the lesson in the previous meeting but with different a recount text but still using STAD. The activities

started with greeting and checking the attendance list. In this meeting, the teacher continued the lesson about recount text vocabulary teaching using STAD.

After all of the students completed LKS, the next step was that the teacher corrected the students' work quickly and then gave the scores. They would be used as a base score. The following is the scores obtained by the students on LKS:

Table 4:  
Scores Obtained by the Students on LKS in the Third Meeting

Students	Score	Students	Score	Students	Score
S1	90	S13	80	S25	55
S2	90	S14	75	S26	55
S3	90	S15	75	S27	55
S4	90	S16	75	S28	55
S5	85	S17	75	S29	50
S6	85	S18	70	S30	50
S7	85	S19	70	S31	50
S8	85	S20	70	S32	50
S9	85	S21	70	S33	50
S10	80	S22	65	S34	45
S11	80	S23	65		
S12	80	S24	60		

Table 4 above shows the scores obtained by the students in the task. The scores would be used as the basis of the students' grades. There were 24 students whose scores were above 60 out of maximally 100. There were four questions, and in each question there are five vocabularies that must be found and rewritten. It means that there was one who did 5 correct answers out of totally 5 answers.

#### 4) The Fourth Meeting

This fourth meeting focused on individual quiz. The teacher continued the lesson about recount text vocabulary teaching using STAD. Students were given the quiz that the instructions were to find and rewrite the vocabulary form of simple past tense, pronouns, noun and adjective. Each consisted of five words.

The time allotted was 30 minutes to complete quiz. After all the students completed quiz, the next step was that the teacher corrected students' works as soon as possible and gave the scores. The scores would be used as a quiz score. The following shows the scores obtained by the students on quiz:

Table 5:  
Score Obtained by the Students on Quiz in the Fourth Meeting

Students	Score	Students	Score	Students	Score
S1	100	S13	90	S25	65
S2	100	S14	90	S26	65
S3	85	S15	75	S27	70
S4	80	S16	80	S28	50
S5	95	S17	90	S29	55
S6	95	S18	85	S30	40
S7	80	S19	75	S31	35



S8	70	S20	65	S32	55
S9	90	S21	85	S33	85
S10	90	S22	70	S34	60
S11	95	S23	75		
S12	90	S24	90		

Table 5 above shows the scores obtained by the students in the quiz. The scores would be used as the basis of the students' grades. There were 29 students whose scores were above 60 out of maximally 100. After the individual quiz was implemented quickly, the teacher announced the improvement points of the individual and team scores.

Table 6:  
Improvement Points of the Individual and Team Scores

Students	Quiz: Vocabulary of the Recount Text			
	Base Score	Quiz Score	Score	Improvement points
S1	90	100	+10	30
S2	90	100	+10	30
S3	90	85	-5	10
S4	90	80	-10	10
S5	85	95	+10	20
S6	85	95	+10	20
S7	85	80	-5	10
S8	85	70	-15	0
S9	85	90	+5	20
S10	80	90	+10	20
S11	80	95	+15	30
S12	80	90	+10	20
S13	80	90	+10	20
S14	75	90	+15	30
S15	75	75	0	20
S16	75	80	+5	20
S17	75	90	+15	30
S18	70	85	+15	30
S19	70	75	+5	20
S20	70	65	-5	10
S21	70	85	+15	30
S22	65	70	+5	20
S23	65	75	+10	30
S24	60	90	+30	30
S25	55	65	+10	20
S26	55	65	+10	20
S27	55	70	+15	30
S28	55	50	-5	10
S29	50	55	+5	20
S30	50	40	-10	10
S31	50	35	-15	0
S32	50	55	+5	20
S33	50	85	+35	30
S34	45	60	+15	30

From the table above, it is seen that,

- There were 25 students whose scores increased.
- There were 8 students whose scores decreased.
- There were 1 students whose scores didn't change (team 2, S15)
- Teams that declined included a team of 2 (S31), a team of 3 (S3 and S30), a team of 4 (S4 and S20), a team of 5 (S28), team 7 (S7), and a team of 8 (S8).

The table above shows the result of the calculation of the team scores in two meetings. The third and fourth meetings were combined into one activity. The winning team was determined by adding all points of improvements, and then those points were divided by the number of team members. Of that calculation, the teams were divided into Super Team, Great Team and Good Team.

In the second period of the implementation of the recount text vocabulary teaching using STAD, how the winning team was concluded is shown in in table 7 below:

Table 7:  
Team Award 2

Teams		Points	Teams Score Total	Teams Mean	Team Award
1	S1	30	130	26	SUPER TEAM
	S16	20			
	S17	30			
	S32	20			
	S33	30			
6	S6	20	100	25	SUPER TEAM
	S11	30			
	S22	20			
	S27	30			
2	S2	30	110	22	GREAT TEAM
	S15	20			
	S18	30			
	S31	0			
	S34	30			
7	S7	10	80	20	GREAT TEAM
	S10	20			
	S23	30			
	S26	20			
5	S5	20	80	20	GREAT TEAM
	S12	20			
	S21	30			
	S28	10			
3	S3	10	70	17,5	GOOD TEAM
	S14	30			
	S19	20			

	S30	10			
8	S8	0	70	17,5	GOOD TEAM
	S9	20			
	S24	30			
	S25	20			
4	S4	10	60	15	GOOD TEAM
	S13	20			
	S20	10			
	S29	20			

Table 7 above shows the followings: two teams became the Super Teams (team 1 and team 6), three teams became the Great Teams (team 2, team 5, and team 7) and three teams became the Good Team (team 3, team 4 and team 8).

Some students were impaired. It was because of several reasons such as the time taken to work on the task and that students weren't allowed to ask for things that they didn't understand but just to ask the answers. The students fixated on the text so that when the text was given to other students, they became confused. The students looked tenser when working on individual quizzes as they had to sit and might work alone without cooperating with others or asking questions.

Meanwhile, the scores of basic and improvement points were to enable all of the students to give maximum points to their team, regardless of their past performance levels. The students understood that this was fair because each of the students' performances was compared to its own past performance levels.

After the determination of the team awards, the next step was to give the the award to each team. The improvement points were used to determine the team awards. Meanwhile, the students' assessments were taken from the task scores and the scores of each of their individual quizzes.

### c. Closing Activity

The teacher closed her learning activity by reviewing the material. At the end of the class, she summarized the lesson. The teacher provided opportunities for students to share the vocabulary of what they remembered related to the lessons that had been learned. Student 1 could mention the vocabulary in the form of a pronoun (he, she, I and We). While Student 2 could mention the vocabulary in the form of simple past tense (made, dried and painted) and the vocabulary in the form of an adjective (smooth).

The procedure of teaching in four meetings above showed that the teacher did the recount text vocabulary teaching using STAD in the process of teaching. The vocabulary teaching was found in the process of teaching and learning. First, the teacher created an environment without stress that make student interested in learning English. Second, the subject that was taught was relevant to the lesson so that it made the students get new information related with the subject. Third, the team activities created the meaningful learning. Four, learning by team did not only make the students feel happy but also get easier to understand the material. Nevertheless, the activities showed that the students employed various ways to involve themselves in the learning activities.

The results of the vocabulary teachings in the first and second quizzes were different. In the first quiz, there were only 6 out of 34 students whose scores decreased; meanwhile, in the second quiz, there were 8 out of 34 students whose scores decreased. Although the number of students whose scores decreased in the second quiz was more than that in the first quiz, the number students whose scores increased in the second quiz was more than that in the first quiz. In the first quiz, there were 20 students who received grades between 70 and 100; meanwhile, in the second quiz, the number of students who got grades between 70 and 100 was 26. The overall implementation of STAD in the recount text vocabulary teaching gave a positive impact on the students.

## 2. The Students' Ability in Using Vocabulary after the Implementation of STAD in the Vocabulary Teaching of the Recount Text

### a. The Ability in Using Vocabulary of the Recount Text of the High Achieving Students

The following is an example text for the students' task. In this text, the students were asked to find and rewrite vocabulary including pronouns, noun, adjective or simple past tense.

#### STUDENTS TASK 1

*Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.*

*Finally we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked. It was a receipt of a four-night tour to Lombok! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.*

*We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.*

The text used by teacher on the first task of teaching vocabulary. The first task, the teacher provides four questions to find and rewrite each of the five words including pronouns, nouns, adjectives, and simple past tense. Of the students' answers, there are 9 students who scored above 70 (see Appendix 3).

The following is an example text for the students quiz. In this text, the students were asked to find and rewrite vocabulary including pronouns, noun, adjective or simple past tense.

## STUDENTS QUIZ 1

### *My Experience*

*My mother, Rizal, and I made the garden benches when my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told Dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter and 25 cm in height. After that, Rizal and I rubbed them with sandpaper to make them smooth. After that, we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days.*

The above text is an example recount text for students quiz. The text used by teacher on the first quiz of teaching vocabulary. The first quiz, the teacher provides four questions that find and rewrite each of the five words including pronouns, nouns, adjectives, and simple past tense. Of the students' answers, 14 students scored above 70 (see Appendix 4). The score of the quiz there is an increase compared to the score of task.

Two examples above are the texts used for the first task and the first quiz on teaching vocabulary using STAD. The results show that the first task there were nine students who scored above 70, whereas the first quiz, there were fourteen students who received grades above 70. It means that there is an increase from the first task to the first quiz.

The implementation in teaching vocabulary of the recount text STAD using the second held on the third meeting. As in the previous implementation, early learning teacher explain about recount text. After that, give the second task. The following is the text used by teachers in the second task.

## STUDENTS TASK 2

### *Holiday in Pasir Kencana Beach*

*Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometers from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.*

The second task lists four questions that the students asked to find and rewrite each of the five words that include forms of pronouns, nouns, adjectives, and simple past tense. The second task results indicate there are twenty one students who received grades above 70 compared with the results of the implementation of the first task, the results of the implementation of the latter is

better. In other words, there is improvement because there is an increase is 12 students.

After the second task is completed, the next is to give a quiz. This is the second quiz to be done. There are differences in the tasks and quizzes, in which the task is done when students are in the team. But, the students do their own duties and allowed to ask if something is not understood. Whereas quiz done alone and should not ask questions or ask for any help, both to fellow teammates or to the teacher. The following is the text used by teacher in the second quiz.

## STUDENTS QUIZ 2

***Holiday in Semirang Waterfall***

*On Sunday, I and my best friend, Sari, visited Semirang Waterfall in Ungaran. It was the first time for me to visit the waterfall. When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green. In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far. After taking so far distance, we found Semirang Waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall. Hearing the sound of falling water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy. Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.*

Table 8:  
The Ability in Using Vocabulary of the Recount Text the High Achieving Students

The First Activity				The Second Activity			
Students	Base Score	Students	Quiz Score	Students	Base Score	Students	Quiz Score
S1	95	S1	100	S1	90	S1	100
S2	95	S2	100	S2	90	S2	100
S3	80	S3	85	S3	90	S3	85
S4	80	S4	75	S4	90	S4	80
S5	75	S5	90	S5	85	S5	95
S6	75	S6	100	S6	85	S6	95
S7	75	S7	100	S7	85	S7	80
S8	70	S8	95	S8	85	S8	70
S9	70	S9	80	S9	85	S9	90
		S10	70	S10	80	S10	90
		S11	85	S11	80	S11	95
		S14	70	S12	80	S12	90
		S18	70	S13	80	S13	90
		S23	70	S14	75	S14	90
				S15	75	S15	75
				S16	75	S16	80
				S17	75	S17	90
				S18	70	S18	85
				S19	70	S19	75

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				S20	70	S21	85
				S21	70	S22	70
						S23	75
						S24	90
						S27	70
						S33	85

Table 8 shows the improvement of the students' vocabulary. On the base score in the first activity there were 9 students who received scores above 70 increased to 21 students who received scores above 70 in both activities. The quiz was also increased from 14 students in the first activity to 25 students in the second activity that received scores above 70.

b. The Ability in Using Vocabulary of the Recount Text the Middle Achieving Student

Students who have the ability to answer questions more than 50% to 69% answered correctly on the task 1 and 2 as well as the quiz 1 and 2. For questions 2 and 3 the average student can answer correctly. Whereas, for question number 1 and 4 students little difficult to distinguish between the simple past tense and the adjective.

Table 9:

The Ability in Using Vocabulary of the Recount Text of the Middle Achieving Students

The First Activity				The Second Activity			
Students	Base Score	Students	Quiz Score	Students	Base Score	Students	Quiz Score
S10	65	S12	55	S22	65	S20	65
S11	65	S13	65	S23	65	S25	65
S12	60	S15	60	S24	60	S26	65
S13	60	S16	60	S25	55	S28	50
S14	55	S17	60	S26	55	S29	55
S15	55	S20	55	S27	55	S32	55
S16	50	S21	65	S28	55	S34	60
S17	50	S22	60	S29	50		
S18	50	S26	50	S30	50		
S19	50	S27	50	S31	50		
S20	50			S32	50		
S21	50			S33	50		
S22	50						

In Table can be seen there are 13 students gain a basic score between 50 until 69 on the first activity was reduced to 12 students in the second activity. While on the quiz there are 10 students who received the quiz score between 50 until 69 on the first activity was reduced to 7 students at both events. It shall mean no increase students' ability in vocabulary because the numbers of students who obtain a score of 50-69 are reduced.

On the implementation of the first task, four students received grades between 60 until 65, whereas in the first quiz increased to six students. It indicates

there is an increase of two students who could be score of more than 60. On the implementation of the second task, three students received grades between 60 until 65, while in the second quiz there is an increase of the students who managed to obtain a score above 60. This case shows that there are improvement in every task and quiz. From the results of the students' answers to the quiz, it can be seen that students have understood the recount text.

c. The Ability in Using Vocabulary of the Recount Text of the Low Achieving Students

Students who have low ability, on average able to answer the question 50% answered correctly on the task 1 and 2 as well as the quiz 1 and 2. For question number 1, students are still a lot of wrong answer and there is no answer, while for questions 2, average number of students can answer correctly. As for question number 3 and 4 students false of the most students to answer because the answer number 3 confused with answer number 4, students little difficult to distinguish between noun and adjective.

On the implementation of the first task, twenty-one students received grades below 55, whereas in the first quiz decreased to fourteen students. It indicates there is an increase of seven students who can mencapai score of more than 60. On the implementation of the second task there are ten students who received grades below 55, whereas in the second quiz there is an increase of five students who managed to obtain a score above 60. This case shows that there is an increase in each task and quizzes. From the results of the students' answers to the quiz, it can be seen that students have understood the recount text and ability of the low students.

Table 10:  
The Ability in Using Vocabulary of the Recount Text of the Low Achieving Students

The First Activity				The Second Activity			
Students	Base Score	Students	Quiz Score	Students	Base Score	Students	Quiz Score
S23	45	S19	45	S34	45	S30	40
S24	40	S24	35			S31	35
S25	35	S25	40				
S26	35	S28	30				
S27	35	S29	40				
S28	35	S30	35				
S29	30	S31	35				
S30	30	S32	40				
S31	30	S33	45				
S32	25	S34	35				
S33	25						
S34	15						

In table, can be seen that there are 12 students who received a basic score under 50 on the first activity was reduced to 1 student in both activities. While on the quiz there are 10 students who received the quiz score under the first activity



was reduced to 2 students at both events. It shall mean no increase students' ability in vocabulary because the numbers of students who obtain a score below 50 are reduced.

Of the two activities within deploy teaching vocabulary by using STAD during four meetings can be seen there is increase from the results of the implementation of the first task to the implementation of the second quiz. On the first quiz there are nine students who scored above 70, whereas in the second quiz increase to twenty-five students who received grades above 70. It is seen from the increase experienced by the students. However, the implementation of teaching vocabulary by using STAD was also a student who experienced a decrease of six students (S5, S12, S15, S19, S24, and S28) in the first activity and eight students (S3, S4, S7, S8, S20, S28, S30, and S31) in the second activity. decreased could be because; first, the students glued to the text, so that when given a different text although still recount text, students become confused. Second, in the implementation of teaching using STAD method requires a longer time so that students can who forget about the material that has been taught. Finally, the students do not repeat lesson at home so it is easy to forget a lesson.

## **DISCUSSION**

This section mainly discusses the research findings in their relation with some theories presented in Chapter 2 and with the previous studies. the discussion concerns with the two main findings, i.e., the implementation of cooperative learning type "STAD" in teaching vocabulary of the recount text and the students' ability after implementing STAD in teaching vocabulary of the recount text.

### **The Implementation of Cooperative Learning "STAD" in Teaching Vocabulary of the Recount Text**

The findings of this research show that the teaching vocabulary of the recount text using STAD involves several aspect including their understanding, feeling, belief and action. This situation corresponds with Hornby (1987:959) stating that vocabulary is a basic component of language and total number of words that have rules for combining them to make up of language.

The use of the recount text material with metode STAD in implementation teaching vocabulary become the basic for classroom presentation, teamwork, quizzes, and scores of improved individual (Arend, 1997:21). The teacher constructs class presentation. Materials are presenting and explaining to students. However, the students must always realize that they must pay careful attention because the learning content will appear on the worksheet that they will be assigning in the next component.

### **The Students' Ability in Using Vocabulary after the Implementation of STAD in Teaching Vocabulary of the Recount Text**

In implementing teaching vocabulary of the recount text using STAD, the students have different ability. To make the students understand the pronoun,

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noun, adjective and simple past tense of a recount text, the teacher tried to follow method STAD as suggested by Arends (1997:21)

In the implementation of STAD, teachers provide individualized tasks and quizzes for students to know the score of each student. Then from the base score and quiz scores will be obtained improvement point. Slavin (1995 in Arends, 2009: 376) the points can be calculated in the ways scale of improvement score (see table 2.2)

There are two steps in rewarding team score by Slavin (1986 in Arends, 1997: 143). The steps are as follows: To calculate the score, enter each student improvement points, the points add up, and divide by the number of team members, rounded to eliminate fractions. There are three levels of awards are given based on the average score of the team. Three levels of awards are good team, great team and super team (see Table 2.3). In a classroom can be more than one team was awarded the super team, great team or a good home team fulfilled the criteria on levels of award

The implementation of teaching vocabulary of the recount text using STAD class seems to be more effective due to some factor. First, the students in that class are dicipline, fast learners, and active. Second, teacher roles as facilitators of learning be able to create a fun learning atmosphere, and to make them interested and motivated in learning by preparing interesting lesson. The preparing interesting lesson makes learning so much easier so that the learning process can be achieved well. The teacher has a role as a facilitator who offers guidance to the students in creating an interesting and motivating lesson (Brown, 2001:340)

However, in the implementation of teaching vocabulary by using STAD was also a student who experienced a decrease of six students in the first activity and eight students in the second activity. This could be because; First, the students glued to the text, so that when given a different text although still recount text, students become confused. Second, in the implementation of teaching using STAD method requires a longer time so that students there who forget about the material that has been taught. Finally, the students do not repeat at home so it is easy to forget a lesson.

## CONCLUSION

Based on the discussion, it can be concluded that the process of teaching vocabulary of the recount text using STAD in classroom process that the teacher's did with the students and the teacher's implementation of cooperative learning type STAD activities in the recount text almost applied to almost all of language features. It influences to learners activities that from four languages feature of learners activities, the students respond cover all language feature.

It is proved from observation of the teaching vocabulary of the recount text using STAD shows that the teacher's variations of each activity such as motivations, quiz, reinforcements, stimulations and creation of collaborations between students in the implementations of the teaching vocabulary above.

Those activities also apply in the teaching English for vocabulary. Even though, the students responds are heterogeneous because of their different capability in English, but the activity shows their activities are interesting, meaningful, and enjoyable.

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