

## CHAPTER IV

### RESULT OF RESEARCH AND DISCUSSION

In this chapter, the researcher describes and analyzes the data that the researcher has obtained while doing the research. The data in this research was obtained from observation, interviews and other information derived from documentation at the research location, namely at MA Az Zaytun, Sampang.

#### A. Result of Research

This research was carried out from October 19, 2022. Researcher conducted this research by observing the teaching and learning activities in first grade in English learning led by Mr. Shofiyan. This observation is based on direct observation. And this is the most effective method to find out the object of truth because it allows researcher to know directly without any manipulation of data and objects. In addition to obtaining data from observation, researcher also obtained data from interview. Interview was conducted by asking the respondents directly. To obtain the required data, the researcher conducted interview with the teacher and several students.

The researcher explains about his research, namely The Use of Cooperative Learning Student Team Achievement Division as an Alternative Way of Teaching Narrative Texts for First Grade of MA Az Zaytun Sampang. The teacher applied the cooperative learning model type student team achievement division (STAD) in the teaching and learning process. From the data collection procedure carried out by researcher through the procedures mentioned earlier, there are several findings obtained by researcher. The

findings are as follows:

**1. The Teacher Applies The Cooperative Learning Student Team Achievement Division (STAD) As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang**

In a learning process activity, teachers are required to create an attractive learning environment so that learning objectives can be achieved. One of the things that must be done by the teacher is to apply an effective learning model so that it can improve the quality of student learning. The learning model is not just chosen by the teacher, it must adjust to what material is being studied. Therefore, before implementing a learning model, the teacher first makes a lesson plan (RPP). By making the lesson plan, it is hoped that teaching and learning activities will be directed and maximized. This is in accordance with the quotation of interview delivered by the English teacher, Mr. Shofiyan. He stated that

“Before starting the teaching and learning process, even all teachers are required to make or prepare lesson plans first. This lesson plan is very important for smooth learning. Because in the RPP everything has been planned, both from the method to be applied, what facilities and infrastructure will be used, what activities will be carried out, and what will be learned. The point is that the RPP is a guide for teachers so that KBM is directed according to what has been planned so that learning will be more maximal<sup>69</sup>.”

Researcher conducted the observation for the first time on October 19, 2022 in first grade of MA Az Zaytun. The research was conducted during the English subject at 08.30-10.00 a.m. The researcher

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<sup>69</sup> Interview with Mr. Shofiyan Rahman as an English teacher of 1st grade at MA Az Zaytun, Sampang (19th October 2022)

entered the class and made observations on teaching and learning activities in the class.

Before starting the lesson, the teacher first greeted all students. After that, the teacher started by asking how the students were doing, whether they were good or not. Then the teacher began to check the attendance of students by calling their names one by one according to the serial number of absences. After that, the teacher conveyed information about the learning process that the teacher carried out and provided questions related to the material to be studied. Then the teacher conveyed information about the principle of cooperative learning type STAD. After that, the teacher asked all students to open the student handbook on the chapter of Narrative Text. The teacher first gave a brief explanation about the definition of narrative text, the functions of narrative text, kind of narrative text and the generic structure of narrative text.



Figure 4.1 The teacher explain the material

After providing an explanation of the material to be studied then the teacher gave the opportunity for students to ask questions about the material that is still not understood by students. But none of the students

asked on that occasion. Therefore, it can be concluded by the teacher that the students have fully understood the explanation given by the teacher.

The teacher informed that the student will do the study group. Then the teacher divided the students into 6 groups, which each group consists of 4 or 5 students. The division of the group is divided randomly by adjusting the serial number of absences. This is in line with the results of interview conducted with Mr. Shofiyan. He stated that,

"After I gave a little general explanation about the material to be studied, then I formed students into groups"<sup>70</sup>."

After all students got a group, they are asked to sit together with their group members. Then the teacher gave a worksheet and asked students to work on it and discussed it with their group members. The teacher asked each group member to help each other in providing an understanding of their friends about the material being studied, in this case the material of Narrative text. During the learning process the teacher participated in monitoring the discussion and guiding each group if there were difficulties.



Figure 4.2 Teacher divided students in groups

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<sup>70</sup> Interview with Mr. Shofiyan Rahman...

After the students finished working on the worksheet, the teacher asked representatives from several groups (3 groups) to present their work in front of the class. As stated by Mr. Shofiyan, the following is an quotation from the interview,

“Then I gave a worksheet which students would later be asked to work on and discuss with their group of friends. With this discussion, it is hoped that students can help each other to understand this material <sup>71</sup>.”

After that, when the time of English subject was almost over, the teacher evaluated the material and activities they have done before and informed them the activities they will do at the next meeting. Then the teacher closed the lesson with prayer.

For the second observation, the researcher did it on October 20, 2022. The researcher started entering the classroom to observe the teaching and learning process starting at 07.00 until 08.30. Just like the previous meeting, before starting the lesson, the teacher first greeted all students. After that, the teacher asked the students how they were and their readiness to take part in the teaching and learning process that day. Then the teacher began to check the attendance of students by calling their names one by one according to the serial number of absences. After that, the teacher reviewed the previous learning process and conveyed information about the learning process that will be carried out by the student. Before that, the teacher asked the students to sit back down with their group members. In accordance with the division of groups that have

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<sup>71</sup> Interview with Mr. Shofiyan Rahman...

been distributed at the previous meeting.



Figure 4.3 The students discussed with their group

After the students gathered with their groups, the teacher provided opportunities for them to discuss and better understand the Narrative Text material with their group members before the teacher gave individual tests later. This is in accordance with the results of interviews conducted with Mr. Shofiyan, the following is quotation from the interview,

“Later on, there will be individual assignments that I will distribute to students. This is to measure the extent of their understanding of the narrative text material <sup>72</sup>.”

After that, the teacher gave some examples of narrative texts and distributed 2 different examples of narrative texts for each group. Then the teacher asked each group to study and analyze the text. They were given the opportunity to discuss for about 30 minutes before the test started. After 30 minutes have passed, students were asked to return to their respective seats. Before giving the test the teacher asked the students to put all the objects on their table into the bag except stationery

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<sup>72</sup> Interview with Mr. Shofiyan Rahman...

and dictionaries. In doing the test students were not allowed to open any kind of book except dictionaries. Then the teacher distributed the worksheets to all students. After that, the teacher explained to the students the procedures in doing the task.

In the worksheet, there are 2 types of questions, the first is a multiple choice consist of 5 questions, the second one is a question to make a narrative text. These two types of taks were given to measure the students' understanding about narrative texts, both definitions, functions kind and generic structure of narrative texts. In addition, students are also expected to be able to make or write narrative text. This is in accordance with the objectives of learning that have been described in the lesson plans that the teacher made previously.

With the remaining time, students were asked to complete the taks that have been given. Until the lesson is over, students were asked to collect the answer sheet which they have worked on, whether they are finished or not. After all the answer sheets were collected, the teacher informed them of the activities they will do at the next meeting. Then the teacher closed the meeting that day by praying together.

The third observation was carried out by the researcher on October 26, 2022. Researcher entered the class at 08.30-10.00 a.m. and were ready to make observations on teaching and learning activities in the class. Same as previous meeting, firstly, the learning process was started by the teacher by greeting all students. Then, the teacher asked the

students' condition and their readiness to take part in the teaching learning process that day. Then the teacher began to check the attendance of students by calling their names one by one according to the serial number of absences. After that, the teacher conveyed information about the learning process that will be carried out by the student that day. Then the teacher began to take out the answer sheet that the students had done and collected in the previous meeting. Previously, the answer sheets had been corrected and assessed by the teacher. Then the teacher distributed it to the students and then the students were asked to gather with their study group again. Before announcing the group with the highest score, the teacher explained again about the narrative text material. So that students better understand and master the material, and to avoid misinformation they may get during group discussions.

After the teacher re-explained the material about Narrative text, then the teacher began announcing the group with the highest to the lowest score. Then, the teacher asked each group to come to the front of the class to present their assignments.



Figure 4.4 The students presented their assignment



The teacher started the presentation sequentially from the group with the highest score to the group with the lowest score. The teacher gave a reward to the group with the highest score in the form of praise and applause as a form of appreciation for the success of their team work. In addition, the winning group was also given some snack by the teacher.



Figure 4.5 The teacher gave rewards to the winning group

Then at the end of the English lesson, the teacher closed the class by praying.

## **2. The Advantages And Disadvantages Of Using Cooperative Learning Student Team Achievement Division As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang**

In this section, the researcher would like to present the data relating to the advantages and disadvantages of the using cooperative learning method type student team achievement division (STAD) in teaching narrative text for first grade of MA Az Zaytun Sampang.

Based on the data, the researcher found some advantages in the using of cooperative learning method type student team achievement

division (STAD) in teaching narrative text. First, students become more active in participating in learning activities. As obtained from the research, the teacher only monitoring and accompanying the students during the teaching and learning process while the students discuss each other with their group members. This is in line with what was conveyed by Mr. Shofiyan, he stated that,

“With the application of this method, learning becomes student-centered, no longer on me as a teacher. I only act as a facilitator for them. Because the center already has students, they will be much more active in this learning process, especially when they are discussing with their group members.<sup>73.</sup>”



Figure 4.6 Interviewed with Mr. Shofiyan Rahman (The English teacher of MA Az Zaytun)

Besides that, another advantage of applying STAD model in learning is giving a space for students to feel free argued their opinion about the material. This is in line with some quotations conveyed by the teacher and the students, as follow

“Because they are peers, they are more daring to share their opinions and respect each other's different opinions<sup>74.</sup>”

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<sup>73</sup> Interview with Mr. Shofiyan Rahman as grade 1st teacher at MA Az Zaytun, Sampang (20th October 2022)

<sup>74</sup> Interview with Mr. Shofiyan Rahman...

“In my opinion, the STAD method that you apply in class is very fun, because I can discuss with my friends. I'm a shy person, so sometimes when I want to ask the teacher I'm afraid but if it's just to my own friends, I dare to ask questions about material that I don't understand <sup>75</sup>.”

These quotations showed that by group discussion in STAD learning model made the students have bravery to express their opinion.

As stated as by the other students on their interview, she stated that

"It's exciting, Sis, because we can freely ask our group if we don't understand the lesson. So, I understand more about narrative text <sup>76</sup>.”



Figure 4.7 Interviewed with Moch. Afandi (The first grade student of MA Az Zaytun)

Based on the quotation of interview above, it showed that the STAD learning model can give students the freedom to express their opinions and ignorance of the material they are being studied. In addition, the use of the STAD learning model not only provides space for students to give opinions but also builds students' teamwork. As quotation from interview with students below,

“I really like it because during group discussions my friends really help each other, give each other their opinions so that later our

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<sup>75</sup> Interview with Naylatus Sururo, grade 1st student at MA Az Zaytun, Sampang (19th October 2022)

<sup>76</sup> Interview with Moch. Afandi, grade 1st student at MA Az Zaytun, Sampang (20th October 2022)

group can get the best score<sup>77</sup>.”

The same thing was conveyed by Mr. Shofiyan, he said that, “Because they are given quizzes or assignments whose grades are based on group grades, it makes them help each other to master the material. So that collaboration between students is built <sup>78</sup>.”

As stated by one of the student, her statement is "I think it's fun, I think, the group that gets the highest score will be given a reward, so we'll be more enthusiastic. Moreover, the value will be combined with the value of a group of friends, so we as a group help each other to understand the material, no one is selfish <sup>79</sup>.”



Figure 4.7 Interviewed with Nor Kumala (The first grade student of MA Az Zaytun)

Based on those statement that the researcher got from the interviews, it showed that the students help each other in their study group because they realize that individual success is measured by the success of the group. By giving rewards also made them more enthusiastic and motivated to be a winner. As can be seen from observation, when the teacher said that there would be rewards given to the group with the highest score, they reacted very enthusiastically.

However, in addition to these advantages, of course, there are also

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<sup>77</sup> Interview with Akbar, grade 1st student at MA Az Zaytun, Sampang (19th October 2022)

<sup>78</sup> Interview with Mr. Shofiyan Rahman...

<sup>79</sup> Interview with Nor Kumala, grade 1st student at MA Az Zaytun, Sampang (20th October 2022)

disadvantage in the application of STAD learning model which applied at first grade of MA Az Zaytun, Sampang. As found as in some data findings below.

One of the student stated that, “Honestly, I don't like this method, because during the group discussion, someone is selfish, even though he understands but doesn't want to explain it to his group mates. We should help each other so we can understand each other, but this isn't it <sup>80</sup>.”

While another students statement is, "I don't really like it, because during the discussion, we have different opinions, so no one has to lose. According to them, their opinion is right, if other people's opinion is wrong <sup>81</sup>.”

“In my opinion, the STAD method is not good, right after the discussion, everything should work. But there are those who are busy chatting, don't help think of answers, they just accept it. So, if I don't like it <sup>82</sup>.”



Figure 4.7 Interviewed with Nabila (The first grade student of MA Az Zaytun)

Based on these quotations above, it showed that some of the students do not like the implementation of cooperative learning type STAD because they unable to cooperate with their group members. This happen because there are student who dominate the group so that the other member cannot express their opinion. In addition, there are also

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<sup>80</sup> Interview with Lutfia Mayangsari, grade 1st student at MA Az Zaytun, Sampang (20th October 2022)

<sup>81</sup> Interview with Ria Irawati, grade 1st student at MA Az Zaytun, Sampang (20th October 2022)

<sup>82</sup> Interview with Nabila, grade 1st student at MA Az Zaytun, Sampang (19th October 2022)

type of student character who did not care about their work and their group. He/she gave all the work to their group member without taking path in the group.

The similar thing was conveyed by Mr. Shofiyan, he stated that,

“One of the goals of implementing any type of group learning is not just sharing knowledge, but more about how a student can accept and respect others. However, it is undeniable that there are some students in a group who are not compatible with their team members. This results in disorganization during the discussion process which ultimately hinders the group's success <sup>83</sup>.”

Based on these interviews, it showed that the disadvantages or weakness by implementing cooperative learning type student team achievement division (STAD) found in first grade of MA Az Zaytun is the difficulty of the students to create group that can work together harmoniously.

## **B. Discussion**

### **1. The Teacher Applies The Cooperative Learning Student Team Achievement Division (STAD) As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang**

Writing is one of the four skills that must be mastered in learning any language, including English. Learning to write is not east thing for students. Therefore, teacher should find the right learning model so that students become more active and creative in following the learning process. According to an understanding, the learning model is a series of teaching and learning processes from beginning to the end that involves

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<sup>83</sup> Interview with Mr. Shofiyan Rahman...

how the activities of teacher and students, in certain learning design assisted by special teaching materials, as well as how the interactions between teacher and students of teaching material occur<sup>84</sup>.

One of the developments of learning in the current era is the implementation of cooperative learning. cooperative learning is a learning model that is widely used and got the attention also recommended by the experts of education<sup>85</sup>. As one of the English teachers at MA Az Zaytun Sampang did, he applied the cooperative learning model type STAD in the narrative text learning process. According to a theory, STAD is one of the simplest types of cooperative learning<sup>86</sup>. Cooperative learning type STAD is a learning model in which students learn and work in small groups collaboratively with 4-6 members with a heterogeneous group structure<sup>87</sup>.

Based on the data that the researcher got from observations and interviews, here are the steps applied by the teacher of MA Az Zaytun in implementing cooperative learning type student team achievement division (STAD) for teaching narrative text:

- a. Provide a general explanation of narrative text (about definition, functions, kind and generic structure of narrative text).
- b. Divided the students in group (dividing students into 6 groups

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<sup>84</sup> Ina Magdalena, et al., *Belajar Makin Asyik dengan Desain Pembelajaran Menarik* (Jawa Barat: CV Jejak, 2021), 10.

<sup>85</sup> Ibid, 18.

<sup>86</sup> Agus Krisno Budiyo, *SINTAKS 45: Model Pembelajaran dalam Student Centered Learnig (SCL)* (Malang: UMM Press, 2006), 135.

<sup>87</sup> Joko Krismanto Harianja, et al., *Tipe-Tipe...*, 15.

consist of 4 or 5 number of students in each group).

- c. Learn and discuss in group by giving worksheets to be discussed together by group members and presenting the results of group discussions,
- d. Give quizzes or individual tasks to do.
- e. Calculating group scores from individual tasks that have been done.
- f. Rewarding the best team with the highest group score.
- g. Presenting together with the group the results of individual tasks that have been done previously.

In the explanation of cooperative learning type STAD itself, there are five main components, namely class presentations, team learning, quizzes, calculating progress scores and giving rewards<sup>88</sup>. The five main components above are the steps in implementing STAD where each step has been implemented by Mr. Shofiyan Rahman in teaching narrative texts in first grade of MA Az Zaytun according to the conditions and needs of the students.

## **2. The Advantages And Disadvantages Of Using Cooperative Learning Student Team Achievement Division As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang**

In the application of any type of learning model in a teaching and learning process, it must have its own advantages and disadvantages.

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<sup>88</sup> Ariswan Usman Aje, *Model Pembelajaran Tipe Student Achievement Division (STAD)...*, 18.



This also occurred to the application of the STAD learning model which is applied to the first grade students of MA Az Zaytun in learning narrative text. This is discussed based on the findings that researchers have obtained during the process of research.

There are several advantages of implementing STAD type cooperative learning in teaching narrative text for first grade of MA Az Zaytun, such as: First, students become more active because in the implementation of cooperative learning type STAD, students are the main role in the learning process while the teacher only facilitates the needs of the students. In its application, the STAD model involves first grade students of MA Az Zaytun to study the material actively with their groups. Meanwhile, the teacher plays a role in facilitating students' learning. Some of the facilitation that the teacher provides is giving group assignments, giving them the opportunity to present their work and discuss with their study group. As stated by Isjoni, cooperative learning is a learning model that is currently widely used to realize student-centered teaching and learning activities (student oriented), especially to overcome problems found by teachers in activating students, who cannot cooperate with others, students who are aggressive and do not care about others<sup>89</sup>. Based on that statement, it can be concluded that STAD is one type of cooperative learning model that can encourage students to be actively involved in building their own knowledge.

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<sup>89</sup> Isjoni, *Cooperative Learning:...*, 18.

The second is providing opportunities for first grade students of MA Az Zaytun to exchange opinions and help each other with their group in mastering the material they are studying. This is in line with an opinion that STAD learning is applied to motivate students to dare to ask questions, express their opinions, and respect the opinions of friends<sup>90</sup>. Therefore, students can develop the ability to express their ideas or opinions and compare them with other students' opinion.

The third advantage is to strengthen friendships because during the implementation of STAD, students who are members of one group cooperate with each other in achieving the goals, in this case the goal is to get high scores on quizzes or taks.

The fourth is to increase student motivation. Giving rewards contained in the learning step of STAD makes students more motivated to get high scores. According to Mila reward is one of the educational tools that can increase student motivation in learning something<sup>91</sup>. So, by giving rewards to groups that get the highest scores from individual quizzes, students have a sense of responsibility for the success of their groups so that it motivates them to give their best in taking tests.

In addition to these advantages, there is disadvantages in the application of STAD in learning narrative text applied in first grade of MA Az Zaytun, namely the difficulty of forming a harmonious group.

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<sup>90</sup> Joko Krismanto Harianja, et al., *Tipe-Tipe Model Pembelajaran...*, 15.

<sup>91</sup> Wan Muthia Lubis, "Reward And Punishment In English Foreign Language Classroom" *ELLITE, Journal of Education Linguistics, Literature and Language Teaching* vol. 2, No. 1 (2019), 42.

Based on the findings, there is a gap between low intelligent students and high intelligent students. Students who have high intelligent, they will feel hampered by students who are considered as low intelligent and lazy students did not took part in the process of discussion, they just giving all the work to students who are smarter. As a result, this conditions can disrupt the climate of teamwork in groups. As mentioned by Budiyatno, the weaknesess in the STAD learning model occur if there is no cooperation or teamwork in a group and cannot adapt to other group members, the taks cannot be complete at the specified time<sup>92</sup>.

It is clear that in addition to the advantages or benefits that can be felt by the first grade students of MA Az Zaytun in the aplication of STAD learning, there is also disadvantages or weaknesses. However, this STAD learning model can be used as an alternative way in studying narrative texts.

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<sup>92</sup> Moch. Agus Krisno Budiyanto, *SINTAKS 45:...*, 143.