

# **CHAPTER I**

## **INTRODUCTION**

Introduction is the first chapter in this study. It introduces importance and objective of the study. The study is about learning outcomes of english. This chapter consists of the background of the study, statement of problem, objective, significances of the study and definition of key terms.

### **A. Background of Study**

Competency Standards (CS) reading English Class XI requires that students must be able to understand the meaning of short functional texts and simple essays in the form of narrative, report and analytical exposition in the context of everyday life and to access knowledge (Minister of National Education Regulation No. 22 of 2006).

On the way, the learning outcomes obtained by students are still below the Minimum Completeness Criteria for subjects set by the school. The low learning outcomes are caused by many factors. One of them is the quality of the learning process. "One of the problems facing the world of education is the problem of the weak learning process. In the learning process students are less encouraged to develop thinking skills (Sanjaya, 2008, p.1)

The learning process is directed at the child's ability to memorize information not on the ability to use that information. Whereas English is a subject that leads students to be able to use that information to communicate.

The facts above are complemented by the low motivation to learn in the class. Motivation in the learning process is very important. According to Esti (2002), Sumidjo (1991) Donald in Hamalik (2002) that motivation is very important prerequisite for learning. Motivation arises from within a person for achievement and motivation is characterized by reactions to achieve goals.

Based on preliminary research that conducted on October 2018 to one teacher at SMK Teluk Kepayang. English is a subject that has a very difficulty so that only a few students are able to understand the material and because of that make students learning outcomes too low. This is due to several factors in the teaching and learning process.

The problem of low learning outcomes are students who are less active and less enthusiastic in learning activities. Students talk more themselves when the teacher explains the lesson. Motivation from the teacher is still lack, while the interaction between students and teachers is also not well established. The teachers often use the lecture method and students take notes, so students are not involved too much in the learning process. Lecturing method makes students less active and passionate. A variety of learning models also become another inhibiting factor that makes students less interested in learning and only talking with another friends. when learning, students rarely ask or respond to the material presented by the teacher. Students who not interested or not like this subject will make the learning process become saturated and result in learning goals not being achieved.

Given the importance of student learning motivation in learning, the right learning model is very necessary to apply. Among these learning models, cooperative

learning (cooperative learning) is considered suitable to be able to improve the development of cognitive, affective and psychomotor students. Slavin (1995) states that cooperative learning has a positive effect on improving relationships between groups and students' self-confidence, so that motivation develops in students to repeat these activities.

STAD is type of cooperative learning developed by Slavin (1995). This learning emphasizes the existence of activities and interactions among students to help each other in mastering the subject matter in order to achieve maximum performance, both individually and in groups. Learning is an activity carried out by the teacher in such a way that the behavior of students changes towards a better one. (Darsono, 2014, p.24)

As in Al-Maidah verse 2, teaches that humans must work together. This verse is the basic principle in interweaving cooperation and mutual help with anyone during the purpose is good and piety. In this case cooperation and help in studying.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

“ help another in righteousness and piety, but not help another in sin and rancour “

Esminarto, (2016,) with the research title STAD Model Implementation in Improving Student Learning Outcomes. The results of the study show that learning that is done should be fun for students so that it can increase students' learning motivation so that it can improve learning outcomes in students. In fact some teachers prefer to apply conventional learning models. Cooperative learning model

type STAD is one solution to overcome this. STAD (Student Team Achievement Division) is the simplest cooperative learning, and is a cooperative learning that is suitable for activating students. The results of the STAD implementation conducted by the teacher are STAD can improve learning outcomes in students.

Ely (2015) with the title of the research Application of STAD Cooperative Learning Model in Improving Student Learning Outcomes. The results of the study suggested that the use of STAD type cooperative learning model can improve student learning outcomes in the material comparing and sorting numbers, with an improved interpretation in the medium category. This research was conducted with the aim of:

- (1) Knowing the application of STAD type cooperative learning model can improve student learning outcomes on the material of flat-side surface area to wake up space.
- (2) Knowing student learning outcomes on the material of flat-side surface area waking up through STAD type cooperative learning is better than student learning outcomes in conventional learning.

The advantages of Model STAD kooperatif learning include: (a) All group members get assignments, (b) There is a direct interaction between students and students with the teacher for example, students are trained to develop skills to respect the opinions of others, and improve students' academic abilities, train brave students talking out ideas or opinions, can increase a sense of brotherhood.

The researcher wants to find out how can improve students learning outcomes in english through cooperative learning students team achievement division (STAD) at eleventh grade students of SMK 1 Teluk Kepayang District of

Kusan Hulu, Tanah Bumbu Regency. The researcher conducted a research at this school because based on observations of teaching and learning activities in English subjects obtained through interviews with previously teachers of English subjects, there are some problems in learning at this school. Students activity is lacking and low learning outcomes. So because of that, researcher choose STAD for this problem because Group discussion is the right teaching and learning strategy to improve the quality of interaction between students. Discussion can encourage student participation, discussion can also make students learn more than those who just sit and listen to the teacher's explanation.

#### **B. Statement of Problem**

Based on the background presented above, the main problem in this study is how can cooperative learning through STAD improve studens learning outcomes in English at SMK 1 Teluk Kepayang, Kusan Hulu district, Tanah Bumbu Regency, Academic year 2017/2018

#### **C. Objective**

The objectives of this research is to find out how cooperative learning through STAD can improve student learning outcomes in English at SMK 1 Teluk Kepayang, Kusan Hulu district, Tanah Bumbu Regency, Academic Year 2017/2018

#### **D. Significance of Study**

The results of this study are expected to provide the following benefits:

For students:

1. Helping students in absorbing and understanding material.
2. Helping develop students' ability to work together in groups.
3. Helping students in improving learning outcomes.

For teachers:

1. Helping teachers collaboratively-constructively to improve learning, especially with STAD cooperative learning.
2. Providing contributions for teachers and prospective English language teachers in choosing the right learning strategy in an effort to improve and improve student learning outcomes.

For school:

1. Providing good contribution to schools in order to improve learning.
2. Providing a good contribution to the school in order to improve the learning process, especially in geography.

## **E. Definition of Key Terms**

Definition of key terms in this study are carried out to avoid misunderstanding of the title above, so the authors provide discussion for the process research is more clear and directed, with some terms referred to as follows:

1. Learning English is a lesson that focus on skills and used ktsp curriculum. The learning emphasizes some competences, there are listening, speaking, reading and writing. To achieve these

competencies, English teachers are required to be able to creative for design a teaching method, include some techniques, active when teaching not only used lecturer model but the teacher can include a games or small group in a lesson to make the students feel enjoy in the classroom.

2. Learning outcomes is a students' score in the end of study by using test. From the test the researcher can see the progress of the students learning outcomes . The final score will compare with the initial value, from there it can be seen the progress of students learning outcomes.
3. STAD is a cooperative learning strategy that use small groups with different gender in every meeting.