
**THE IMPLEMENTATION OF STUDENT TEAMS ACHIEVEMENT DIVISIONS
(STAD) AND AUTHENTIC MATERIALS (AMs) TO IMPROVE STUDENTS'
LISTENING SKILL**

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Abstract

This action research focuses on how the integration of Students Team Achievement Divisions (STAD) and Authentic Materials (AMs) can improve students' listening skill. The researchers believed that STAD and AMs help students to understand spoken English easily. Moreover, STAD allows the students to work cooperatively before they do the test individually, and AMs provide rich context materials. The research was conducted to the students of second semester English Department, University of Islam Malang and was carried out in two cycles. In the first cycle, only 46% of the students achieved the criteria of success, and in the second cycle, the result showed that the 71% of the students scored ≥ 75 .

Keywords: listening skill, Student Teams Achievement Division (STAD), Authentic Materials (AMs)

1. INTRODUCTION

Students in English Department University of Islam Malang are required to take skill courses, such as Listening I, II, III, IV, Speaking I, II, III, IV, Reading I, II, III, IV, and Writing I, II, III, IV. The skill courses are basic courses offered from semester 1 to semester 4 before the students take content courses in the fifth semester. Those courses are prerequisite course which means that students will not be able to take upper level course before completing the lower level course. In this article, the researchers only focus on listening because most people think that listening is an easy skill to be learnt because it is a receptive skill which does not require hard effort to master. Furthermore, listening skill gets little attention compare to other skills. In fact, people mostly used listening 45%, speaking 35%, reading 16%, and writing 9% (Miller, 2003). In contrast, speaking gets more attention because in the teaching and learning process, it is believed that speaking is the most important

skill. It is also commonly used as a measurement to evaluate students' English ability.

This research is based on problems found in the preliminary study; the midterm test score indicated that the students have low listening ability. If the score is converted into grade, it is found that only 9% of the students got Grade A, 5% (Grade B), 12% (Grade C), 11% (Grade D), and 56% (Grade E). If this condition happens until the end of the semester, it can be concluded that most of the students would not pass the course and have to retake in the following year. It happened due to some reasons, such as students' motivation to improve their listening ability, limited sources for listening practice outside the class, and uninteresting materials and technique. Furthermore, most lecturers used the available materials provided by the faculty which have been used for quite long time.

Furthermore, students need more interesting material and teaching technique to help them understand the listening material. Therefore, the researchers are interested to carry out this study with the purpose of improving students' listening ability through STAD and AMs. In other words, this study aims to answer the following research question "how STAD and AM can improve students' listening ability?"

STAD is one of the cooperative learning strategies in which students have to work in group cooperatively (Slavin, 2010). Students have to work in group during the discussion session and work individually to do the test. It is expected that group discussion can prepare the students in order to be ready to do individual test. The lecturers should consider some criteria to divide the students into group, such as gender, ability, background, and many more. The group should be heterogeneous which consist of different characteristics. The classroom activities is divided into five stages: 1) explaining the learning objectives, 2) explaining the materials, 3) dividing the students into group consisting of 3-4 students , 4) administering individual test, 5) group recognition (Good/Great/Best/Super Team). STAD can increase students' motivation to give great contribution for the group because they have to compete with other groups (Slavin, 2005). Furthermore, Ni'mah and Kurnasih (2017) stated STAD train the students to be independent and also responsible people. Wafa (2013) has implemented STAD to improve students'

listening ability. The research was conducted in SMA 2 Salatiga in two cycles. It was found that the average score in the first cycle was 7.3, and it increased in the second cycle, 8.4. It indicates that students' listening ability improve after the implementation of STAD. Furthermore, the students showed high interest to the lesson.

The integration of STAD and AMs is believed to be great way of teaching listening interestingly. Each one has its own strengths and is believed to be a great collaboration. STAD trains the students to focus on the listening material as every student has important role or contribution to the success of the group, and AM provides contextual and interesting learning atmosphere. It is in line with Berado (2006) idea that in general AMS increase students' motivation, informs about culture, projects real language use, fulfills the students' needs, and allows teachers to be more creative in teaching. Most teachers preferred to use readily available non-authentic materials as it saves time and more efficient in which teachers do need much time to prepare the materials. In contrast, to select appropriate AMs, teachers should consider several criteria such as attractiveness, conformity, relevance, and quality as suggested by Mamo (2013).

The writers believed that AMs help students to learn English for real context. Contextual learning eases the process of acquiring language because students can understand how language is used for everyday communication. Contextual learning can be obtained from authentic materials that provide many benefits for the students. In the listening class, AMs play prominent roles of giving input of correct pronunciation, intonation, expression, body language and many more. AMs for listening activities are readily available on the net in which students just need to download the materials in the form of audio and audio-visual. The visual add more values on its benefits for language learning. It also helps create context to ease learners understanding the material. Wilson (2008) argued that if students are accustomed to listen non-authentic materials or material especially prepared for listening class, they will not be ready with to cope new situation outside the class, for example in the television, on the street, and at any situation because authentic language has some features such as pattern of discourse, filler, redundancies, false start, and etc.

Kurniasih dan Umamah (2013:432) stated that “the discussion of using of authentic materials in the teaching and learning process has been increased in recent years. The students were benefited from the use of authentic material since it provides authentic use of language in real context.” Furthermore, AMs bridge the use of language in the real life situation and the language they learnt in the classroom. Martinez (2002) explained that AM is not produced for classroom purposes but still can be use in the teaching and learning. Therefore, teachers should be able to select appropriate material for their students since the speakers sometimes speaks fast with unclear pronunciation, no pause that might cause confusion for the students. It is in line with Rogers’ and Medley’s statement. They (1988) stated that “the authentic material should be qualified in term of objectives, learners’ needs, and the nature of the meaningful communication” (p. 467). Peacock (1997) mentioned some benefits of authentic materials when it is implemented in the classroom, AMs 1) prepare the students to have good social life, 2) fulfill the students’ needs, 3) can motivate the students to learn. 4). encourage the teachers to be create fun classroom atmosphere, 5) facilitate the students’ to learn both the language and culture.

As mentioned earlier, on the basis of this, there have been some local studies conducted on the use of authentic materials in listening class. For instance, a study conducted by Sulistyani (2014) proved that authentic materials can improve students listening ability. She did the actions in two cycles, it is found that before she used of authentic materials, the students’ mean score was 56.67, then it increased to 60.70 in Cycle I. After making some reflections, she started Cycle II, and finally the test result showed that students’ listening ability increased from 60.70 to 69.07. She also analyzed the students test scores in Cycle I and II, the data analysis using t-test was 7.0235, $\alpha=0.05$. It indicated that the condition before and after the use of authentic materials was significantly different.

2. METHOD

This Classroom Action Research (CAR) adapted Kemmis and Taggart Model which comprises of four steps; planning, observing, acting, and reflecting. The study was carried out in English Department, University of Islam Malang. 31 students who

take Listening II course participated in this study. This 2-credit course was conducted only once a week with the time allotment 100 minutes. The instruments are the lesson plan, the media, and test. The research was conducted following the stages for STAD implementation as mentioned above. To measure individual development, the researchers used the criteria in table 1, and for group recognition, the researchers used the criteria in Table 2. Here are the descriptions of STAD scoring system:

Table 1. Individual Score

No.	Test Score	Development Score
1	More than 10 points under first score	0 point
2	10-1 points under first score	10 points
3	Quiz score until 10-1 points upper first score	20 points
4	More than 10 points upper first score	30 points
5	Answer sheet is perfect (a part form first score)	30 Points

Table 2. Group Score

No.	Average Score	Development Score
1	$0 \leq N \leq 5$	-
2	$6 \leq N \leq 15$	Good Team
3	$16 \leq N \leq 20$	Great Team
4	$21 \leq N \leq 30$	Super Team

The quantitative data obtained from the result of the listening test which was calculated based on students' right and wrong answer. To measure the percentage of students' listening ability, the researcher counted the students who score ≥ 75 , divided by total students, and timed 100. This research is said to be successful if $\geq 70\%$ of the students score ≥ 75 .

3. FINDINGS AND DISCUSSION

To integrate STAD and AMs, the researchers needed to consider many things such as rules for grouping the students and selecting appropriate AMs to be used in the class. Before the researchers implemented the actions, the researchers already had the students' initial score taken from the students midterm test result. So, it was unnecessary to do preliminary test as it is essential in STAD in order to see individual improvement after the implementation. Its implementation is described in the following part.

3.1 Actions in Cycle 1

The first meeting was conducted on April 17, 2017. The researchers follow the guideline of implementing STAD in the class. The researchers started the class by brainstorming activity and explaining ways to analyze songs. The students were divided into seven groups consisting of 3-4 students. The researchers used very well known song by Bruno Mars entitled "Grenade". The students were given time to discuss the content of the song and some vocabulary they could understand from the song. Then, the students were asked to answer various different questions, such as fill in the blank questions, error analysis (selecting some incorrect words), and comprehension questions. In the group recognition stage, three groups were awarded as 'Good' team, while the four other groups have no predicate.

The second meeting was conducted on April 24, 2017. In this meeting, the researchers used an advertisement about portable and smart pillow called "Woolip". The research started by playing video about hilarious sleeping positions as warming up activities to make them interest. The students were asked to watch the video and give opinion about the video. Then, the researchers divided the students into 6 groups consisting of 3-4 students. The researchers played video about 'Woolip', and the students were asked to watch the video and discuss the advertisement. All the group members were actively involved in the discussion. After giving them enough time to prepare, the researcher posted True False questions to be answered individually. The researchers, then, analyzed to see the individual improvement. Finally, two groups were nominated as 'Good' teams, two 'Great' teams, and one 'Super' team.

The test was conducted in the third meeting, the researchers administered the test on May 4, 2017. The types of authentic materials tested were the same as the lesson learnt in the first meeting, a song and advertisement. The result of the test showed that only 46% of the students achieved the criteria of success therefore the study was unsuccessful and need to proceed to Cycle 2 preceded with some reflections. The researchers focused on revising the brainstorming session and giving more time for group discussion. Furthermore, the researcher decided to choose more contextual material in which students are familiar with the topics in order to help them understand the material easily.

3.2 Actions in Cycle 2

After revising the weaknesses of the actions in the first cycle, the researchers started the second cycle with TV Talk Show “Oprah Winfrey Show” and Cooking Instruction “Akis Kitchen. In this cycle, the researchers did the same teaching procedures for STAD but more concern on the pre-listening activities to build students’ background knowledge and giving enough time in the main activities for group discussion. The researchers made sure that all the group members have understood the material well before the test. In the first meeting, it was found two ‘Super’ teams, one ‘Great’ team, and two ‘Good’ teams. In the second meeting, it was found one ‘Super’ team, three ‘Great’ teams, and two ‘Good’ teams. The test which was conducted in the third meeting revealed improvement of students’ score, 71% of the students achieve ≥ 75 . It indicated that the study achieved the criteria of success in two cycles. Therefore, the researchers stop the cycle and report the research findings.

4. DISCUSSION

The findings of the study indicated that the integration of STAD and authentic listening materials help students to improve their listening abilities. STAD provides opportunity for students to take active role in the classroom activities. It also build students’ confident to do the test after getting enough time to discuss the material in group. Furthermore, it raises student’s responsibility to give great

contribution to the success of the group. It is in line with Ni'mah and Kurniasih (2017) idea that STAD trains students to be independent and responsible people.

Authentic listening materials helps students to understand the material easily since the authentic materials provide complete stimulus. The researchers used different types of authentic materials, such as song video clip and its lyric, an advertisement, cooking instruction, and TV talk show. The failure in cycle one indicated that brainstorming activities helps students to build context and make the students ready to proceed to the main activities. Furthermore, selecting contextual AMs reinforce their strength. Therefore, the researcher used more familiar topics with the purpose of providing contextual setting for the students that can help them to understand the material well. The researchers also gave enough time to discuss the materials before administering individual test. The result of group recognition stage in cycle two revealed that individual improvement which affected the success of the group. The finding of this study revealed that only $\geq 71\%$ of the students score ≥ 75 , it can be concluded that if the researcher have done the research in a longer time, the results of this study can be higher than $\geq 71\%$. Therefore, it is suggested for further researchers to do in depth study on this topic. It can also be done using different research design, such as experimental study. Furthermore, future research is expected to design authentic listening book.

5. CONCLUSION AND SUGGESTIONS

In summary, the result of individual test showed only 46% of the students reached the criteria of success in the first cycle. Then, the researchers made some revision for the teaching strategies and types of AMs to be used in the class. The revision was made on the brainstorming session and time allotment for group discussion. In the second cycle, 71% of the students could achieve the target. Integration of STAD and AMs in the teaching of listening proved to be a perfect combination to improve students' listening ability. It is, therefore, suggested for further researchers to do research on similar topic using different research design, such as experimental study, and comparing different types of AMs. Furthermore, it will also be a great research to develop listening book using contextual AMs.

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