THE EFFECT OF USING STUDENT TEAM ACHIEVEMENT DIVISION LEARNING METHOD ON STUDENTS' ABILITY IN SIMPLE PRESENT TENSE ON THE XI IPA CLASS OF SMA NEGERI 2 LAWE BULAN IN THE ACADEMIC YEAR 2022/2023

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ABSTRACT

This study deals with the effect of using student team achievement division learning method on students' ability in simple present tense on the XI IPA class of SMA Negeri 2 Lawe Bulan in the academic year 2022/2023. Its objective is to find out whether the use student team achievement division learning method has a significance effect in simple present tense. Population used in this study of class X, XI, and XII were 89 students and samples used in this study of class XI were 21 students. The method used in this study is an experimental method with a one group as pretest and posttest design. This study was carried on using quantitative method. The data was analysed by using t-test. The data was analysed by using t-test. The researcher found the pre-test mean = 55,23, deviation standard = 3,92 and experienced an increase in the post-test mean = 80,95 deviation standard = 3,65. From this analysis, writer found that student team achievement division learning method has significance in teaching simple present tense. It can be proved by the result of the analysis showed that "t_o" observed about 49,44 was higher than "t_{table}" about 1,725 with the level significance is 0,05% it implies that the teacher of english should use Student Team achievement division learning method in teaching simple present tense so that the teaching and learning process can be successful.

Keyword: Student Team Achievement Division, Writing, Simple Present Tense

Background Of The Research

According to Amrina (2016), the simple present tense is employed with adverbials of time, location, frequency, and so on, such as always, generally, frequently at night, on sunday, every day, twice a week, occasionally, seldom, never, every week, here and there.

Based on the findings of the observation with english teacher at SMA Negeri 2 Lawe Bulan, the researcher found that most students still struggle with grammar particularly in the simple present tense. Because it is frequently employed in everyday life, it is one of the fundamental tenses that students need to know. In order to distinguish the content, such as the

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procedural text or the descriptive text, the simple present tense is also utilized. The explanation of english teacher of XI IPA class had the students low ability in using simple present tense specially in using adverb, subject-verb, and usage. Besides that, several of students were confused in differentiate which subject to use auxiliaries do and which ones to use does.

The problems above arose since the students did not understand the correct rules of simple present tense. The problems undergone by the students that the students still difficult in using simple present tense, they felt bored to learn grammar, they did not understand about simple present tense what their teachers had taught. In this situation must be overcome by the teachers, the teachers have to make variation and choose which one of method in teaching simple present tense to make the students interest and easy to comprehend it.

The overcoming of these problems, "Student Team Achievement Division" is an effective method to enhance students' ability in simple present tense. In using this method, the teacher makes small groups or study teams that are between four until six students for completing tasks to achieve the purpose together. The effect of student team achievement division method has specific purpose for improving the students ability in simple present tense. Student team achievement division has a purpose that are students can study in groups by respecting each other's opinions and give opportunity for others to share their ideas.

The student team achievement division learning model according to Huda (2015), is a cooperative learning technique that involves putting students in small groups of varying academic ability to work together to fulfill learning objectives. The process of learning by adopting the student team achievement division learning method, students are divided into a number of groups with four until five members who are diverse in terms of their ability, gender, and ethnicity, claim (Rusman, 2018).

Based on the background of this research and identification of this research, the problem is formulated as follows: Is there any effect of student team achievement division learning method on students' ability in simple present tense on the IX IPA class students of SMA Negeri 2 Lawe Bulan?

Definition of the Simple Present Tense

The simple present tense is the first and most basic before going on to learn from the 15 existing tenses in english. The simple present tense is a simple form of a sentence with a verb that is used to express facts, general truth, habits, and events that are currently happening. The simple present tense verb form is the most used form in written english.

The simple present tense is also used when we want to express daily events, events or activities that are repeated. Therefore, the simple present tense sentence patterns are

also usually marked by the use of adverbs of time (frequency time) such as always, every, seldom, often, and others. Adverbs of time can be found in positive, negative, and interrogative sentence patterns.

The Verb Form of the Simple Present Tense

The simple present tense uses the helping verb Do in interrogative sentence for the first person subject, the second person subject, and the third person plural subject (I, You, We and They). And the helping verb Do Not used for negative sentence. Whereas, the helping verb Does used in introgative sentence for the third person singular subject (She, He, and It). And the helping verb Does Not used for negative sentence. If the third singular person subject.

In the simple present tense, there are several rules, as follows:

1. If the subject is the third person singular (She, He, and It) the verb added *s*.

 Table 2.1 The Verb Added S

Drink	→	Drinks	→	Meminum
Play	→	Plays	→	Bermain
Run	→	Runs	→	Berlari
Love	→	Loves	→	Cinta
Sleep	→	Sleeps	→	Tidur
Work	→	Works	→	Kerja

The Structure of the Simple Present Tense

Form of positive sentences of simple present tense has a formula, as follows:

Verbal Sentence

S (I, You, They, We) + V + O
S (She, He, It) + Vs/es + O

Example:

> She wakes up early in the morning
>
> Rudi always helps him father in the sunday
>
> They read a novel every afternoon
>
> Shela and Sinta play volleyball everyday

Nominal Sentence

S + To be (Is, Am, Are,) + Noun/Adjective/Adverb

Example:

> She is beautiful

I am a teacher

They is here

2. Form of negative sentences of simple present tense has a formula, as follows:

Verbal Sentence

S (I, You, They, We)   + Do + Not + O
S (She, He, It) + Does + Not + O

Example:

They do not (don't) read a novel every afternoon

Shela and Sinta do not (don't) play volleyball everyday

She does not (doesn't) wake up early in the morning

Nominal Sentence

S + To be (Is, Am, Are,) + Not + Noun/Adjective/Adverb

Example:

Bambang is not happy

I am not a doctor

We are not there

3. Form of the interrogative sentences of the simple present tense has a formula, as follows:

Verbal Sentence

Do + S (I, You, They, We) + V + O + ?
Does + S (She, He, It) + V + O + ?

Example:
Do they read a novel every afternoon?
Do Shela and Sinta play volleyball everyday?
Does she wake up early in the morning?

Nominal Sentence

S + To be (Is, Am, Are,) + Noun/Adjective/Adverb + ?

Example:

Is he thirsty?

Am i a student?

Are you there?

The Definition of Student Team Achievement Division Learning Method

The Student Teams Achievement Divisions (STAD) learning model is a form of cooperative learning where a variety of small groups of students with various levels of academic ability collaborate to fulfill learning objectives. Student team achievement division learning aims to get students involved in class while also teaching them how to get along with others, collaborate, and provide a hand.

Student Team Achievement Division (STAD), according to Trianto (2017), is a method of cooperative learning that makes use of small groups with four until five students in a diverse group. According to Slavin (in Suherti and Rohimah, 2016), the Student Team Achievement Division (STAD) learning model is an instructional method used by teachers to assemble groups of students with a variety of learning styles in order to practice learning ideas and skills together. The purpose of cooperation is so that each student must help each other and the other, students who have more knowledge must help their friends who are still left behind, because the assessment given is based on group results rather than individual results. Individual success leads to collective success when employing the student team achievement division learning approach, while individual failure leads to group failure, therefore every students have full responsibility for the group.

Teaching Simple Present Tense Using Student Team Achievement Division (STAD) Learning Method

In teaching simple present tense using student team achievement division learning method, there are several points that must be done by the teacher, as follows: Convey the Goals and Motivating the Learners : The teacher conveys Simple present tense material or problems to students accordance to the basic competencies to be achieved, besides that, the teacher also motivate the students to follow in learning simple present tense so that the students ready physically and mentally, the teacher gives tests/quizzes to every student individually so that an initial score will be obtained. Present Information : The teacher informs to the students about the learning procedure that will be carried out with using the cooperative learning method, the teacher informs to the students that cooperative learning method requires students to work together in group in teaching and learning process, the teacher inform time allocation that used in the learning process by using student team achievement division learning method, the teacher gives affirmation to the students related students' understanding of learning procedures with student team achievement division learning method. Organizing Students in Groups : The teacher divide several groups, every groups there are four until five students with different abilities (height, medium, and low), and then the students discuss the material of simple present

tense that has been prepared in the group to achieve basic competencies. The teacher poses a problem to the appropriate students learning indicators to solved the problems together in groups. Guiding Study Groups : The teacher supervises the students related to the assignments given for studying the simple present tense individually that already prepared by the teacher, the teacher guides the students to work in groups cooperatively to complete the simple present tense material, the teacher facilitates the students in making summary, directing, and provide emphasis on the simple present tense material that has been learned, next, students choose a topic to be investigated, the result of learning students individually discussed in groups. Asking Students to Present the Results of Discussion : The teacher asks students to present the results of the discussion in groups in front of the class, the teacher asks another group to provide response on the results of group presentation who is delivering their group results, the teacher asks the reports of student individually or groups in written form, the teacher asks other students to take the essence of the results of group work that is adjusted to the learning competencies that have been set. Making the Conclusions : Asking the students to give conclusions about the simple present tense that have taught starting from each learning indicator, asking the other students to complete the conclusions that have been put forward by students before, teacher and students classify these conclusions according to learning indicators, and asking the students to write learning conclusions accordance to the learning indicators on their work papers. Conduct Evaluation : The teacher conducts tests on students orally, in writing, or in actions related to the material of simple present tense that has been studied, the teacher asks students regarding the successful use of the cooperative learning method implemented, the teacher asks students regarding the weaknesses of using the student team achievement division learning method that found in the process of learning. Giving Award : The teacher pays attention to the evaluation results that have been carried out by students in the previous stage as a consideration in giving awards, the teacher gives rewards to groups based on the value acquisition of an increase in individual learning outcomes from the basic score to the next quiz score.

Research Methodology

In this research, quantitative research with the type of experimental is the method of the research to determine the effect of using student team achievement division learning method on students' ability in simple present tense in class XI IPA by analyzing the data obtained from the pre-test and post test conducted by the researcher.

In this research, the researcher takes the population of SMA Negeri 2 Lawe Bulan. The school is located at Jl.Kandang Mbelang Mandiri-Lawe Kulok Kecamatan Lawe Bulan

Kabupaten Aceh Tenggara. There are three classes in the school, each class consist of 31, 21, and 37 students, so the total number of the students is 89 students.

Table 3.1
List of Population

No	Class	Number
1	X	31 STUDENTS
2	XI	21 STUDENTS
3	XII	37 STUDENTS
TOTAL		89 STUDENTS

Source from: the headmaster of SMA Negeri 2 Lawe Bulan

The sample of this research, the researcher choose class XI as the sample of the research and the students there are 21 students.

Table 3.2
List of Sample

No.	Class	Number
1.	XI IPA	21 STUDENTS
TOTAL		21 STUDENTS

Source from: the headmaster of SMA Negeri 2 Lawe Bulan

This research's data collecting is a test, including the pretest and post test. The test result is also known as the achievement of learning because it is used to measure the student's learning results that must be completed within a certain amount of time. This test has the following forms: (pre test and post test).

Finding

In this chapter, the researcher discussed the data obtained during the study procedure. As previously stated in the third chapter. The study is quantitative in nature and is classified as an experimental study with a model approach to pre-test post-test design. One set of tests. The data is collected by completing a pre-test and post-test in table 4.1.1, as follows:

Table 4.1.1. **The score of Pre Test (X_1) and Post Test (X_2)**
At Class XI SMA NEGERI 2 LAWE BULAN

NO.	NAME	CLASS	PRE-TEST	x_1	x_1^2	POS-TEST	x_2	x_2^2
1	AA	XI	60	4,77	22,75	85	4,05	**16,40**
2	ARFS	XI	60	4,77	22,75	85	4,05	**16,40**
3	AM	XI	50	-5,23	27,35	75	-5,95	**35,40**
4	CH	XI	55	-0,23	0,05	80	-0,95	**0,90**

5	DK	XI	60	4,77	22,75	85	4,05	**16,40**
6	DAP	XI	55	-0,23	0,05	80	-0,95	**0,90**
7	GRS	XI	55	-0,23	0,05	80	-0,95	**0,90**
8	HP	XI	60	4,77	22,75	85	4,05	**16,40**
9	IP	XI	50	-5,23	27,35	75	-5,95	**35,40**
10	IP	XI	55	-0,23	0,05	80	-0,95	**0,90**
11	JL	XI	50	-5,23	27,35	75	-5,95	**35,40**
12	KTKJ	XI	50	-5,23	27,35	75	-5,95	**35,40**
13	MU	XI	55	-0,23	0,05	80	-0,95	**0,90**
14	MJP	XI	50	-5,23	27,35	80	-0,95	**0,90**
15	MWR	XI	55	-0,23	0,05	80	-0,95	**0,90**
16	MS	XI	50	-5,23	27,35	85	4,05	**16,40**
17	MAP	XI	55	-0,23	0,05	80	-0,95	**0,90**
18	NH	XI	60	4,77	22,75	85	4,05	**16,40**
19	SH	XI	60	4,77	22,75	85	4,05	**16,40**
20	VI	XI	55	-0,23	0,05	80	-0,95	**0,90**
21	WD	XI	60	4,77	22,75	85	4,05	**16,40**
TOTAL SCORES			**1160**	**0,17**	**323,75**	**1700**	**0,05**	**280,9**

The data in table 4.1.1 revealed that the lowest score on the pretest before the treatment given to class XI was 50 and the highest score was 60 with a total score was 1160. However, the lowest score on the posttest after the treatment given to class was 75 and the highest score was 85 with a total score was 1700. Based on the data, there was an effect of using the Student Team Achievement Division learning method on students ability in writing simple present tense.

Mean of Pretest

Based on the calculations above, the students' average pre-test score was 55,23, which was still low. It signifies that the students of SMA Negeri 2 Lawe Bulan class XI are still confused how to utilize the simple present tense.

Mean of Post-test

Based on the results, the researcher discovered that the mean on post test = 80,95 indicating that the students' ability improved from the mean = 55,23 in pre test to 80,95 in post test.

The presentation of the data can be seen from the modus and median values in table 4.1.3 as follows:

Score of Pretest	Frequency	Score of Posttest	Frequency
(x_1)	$f(x_1)$	(x_2)	$f(x_2)$
50 55 60	6 8 7	75 80 85	4 9 8
Score of modus (x_1) = 55 Score of median (x_1) = 55		Score of modus (x_2) = 80 Score of median (x_2) = 80	

From the results of table 4.1.3 the students' ability to use the simple present tense before using the student team achievement division learning method, there is a score of 55 at most, namely 8 students who get a score of 55. Meanwhile, the results of students' ability to use the simple present tense after using student team achievement division learning method the highest score is 80, there are 9 students who get 80.

In order to draw a conclusion from the research's hypothesis, the researcher first calculated the equation for the t test after determining the mean score and standard deviation of each data point on the Pre-Test and Post-Test. As seen in the following table, the calculation is:

Table 4.2.1

Table of $t_{observation}$ (t_o)

NO.	NAME	CLASS	PRE-TEST	POST-TEST	D	D^2	d	d^2
1	AA	XI	60	85	25	625	-0,71	**0,50**
2	ARFS	XI	60	85	25	625	-0,71	**0,50**
3	AM	XI	50	75	25	625	-0,71	**0,50**
4	CH	XI	55	80	25	625	-0,71	**0,50**
5	DK	XI	60	85	25	625	-0,71	**0,50**
6	DAP	XI	55	80	25	625	-0,71	**0,50**
7	GRS	XI	55	80	25	625	-0,71	**0,50**

8	HP	XI	60	85	25	625	-0,71	**0,50**
9	IP	XI	50	75	25	625	-0,71	**0,50**
10	IP	XI	55	80	25	625	-0,71	**0,50**
11	JL	XI	50	75	25	625	-0,71	**0,50**
12	KTKJ	XI	50	75	25	625	-0,71	**0,50**
13	MU	XI	55	80	25	625	-0,71	**0,50**
14	MJP	XI	50	80	30	900	4,29	**18,40**
15	MWR	XI	55	80	25	625	-0,71	**0,50**
16	MS	XI	50	85	35	1225	9,29	**86,30**
17	MAP	XI	55	80	25	625	-0,71	**0,50**
18	NH	XI	60	85	25	625	-0,71	**0,50**
19	SH	XI	60	85	25	625	-0,71	**0,50**
20	VI	XI	55	80	25	625	-0,71	**0,50**
21	WD	XI	60	85	25	625	-0,71	**0,50**
TOTAL SCORES			**1160**	**1700**	**540**	**14000**	**0,09**	**114,2**

Based on the Calculation Table 4.2.1 obtained N = 21, with the Amount $\sum D = 540$ and $\sum D^2 = 14000$, and $\sum d = 0.09$ and $\sum d^2 = 114,2$

The researcher discovered that $t_{observation} = 49,44$. By looking at the t_{table} with df = n - 1 and level = 5%, it was discovered that the $t_{table} = 1,725$. It indicated that $t_{observation}$ is higher than t_{table} 49,44>1,725. Therefore, the researcher determined that the hypothesis in this research was received. There is any the use student team achievement division (STAD) method to improve students' ability in simple present tense on the XI IPA class of SMA Negeri 2 Lawe Bulan the academic year 2022/2023.

Conclution and Suggestion

Conclution

The conclusion of researcher , based on the data analysis and the discussions, as follows :

1. The English lesson at SMA Negeri 2 Lawe Bulan must have a minimum completion standard of 70. The pre-test average score for students was 55,23. The mean score on the posttest increased to = 80,95, meeting the minimal completeness requirement. The score difference between the pre-test and post-test was 25,72 points. The t test was used to calculate the data, and the result was determined to be $t_{observation} = 49,44$, which was then compared to

$t_{table} = 1,725$ with a level alpha = 5%. It means that $t_{observation}$ was higher than $t_{table} = 49,44 > 1,725$. As a result, the researcher determined that there was increase students' ability in simple present tense using the student team achievement division (STAD) method on the XI IPA class of SMA Negeri 2 Lawe Bulan in the academic year 2022/2023. and the hypothesis in this research was received.

Suggestion

The following suggestions are made in respect to the aforementioned conclusion:

1. Teachers need to give students more practice composing sentences in the simple   present tense and utilize more creative or innovative teaching techniques.

2. Students should bring a dictionary and be more engaged in studying the simple present tense.

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