

**THE IMPLEMENTATION OF STAD (STUDENT TEAMS ACHIEVEMENT
DIVISIONS) TO IMPROVE STUDENTS' VOCABULARY MASTERY
AT THE FIRST GRADE OF SMAN 1 TERBANGGI BESAR
LAMPUNG TENGAH**

(Classroom Action Research)

By

HARRIS TAMZIL



**TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2012**

ABSTRACT

THE IMPLEMENTATION OF STAD (STUDENTS TEAM ACHIEVEMENT DIVISION) TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE STUDENTS OF SMAN 1 TERBANGGI BESAR

**By
Harris Tamzil**

Vocabulary is one of the components in the language learning because it is the basic for people to speak the language. Therefore, this study was conducted to find out the improvement of students' vocabulary mastery, the improvement of students' activity, and the quality of teacher performance after being taught through STAD (Students Team Achievement Division). This research was conducted based on the classroom action research (CAR) method. This research was conducted because the students have low vocabulary mastery especially in content word. The subjects of the research were the first grade students of SMAN 1 Terbanggi Besar.

The result showed that in cycle I, there were only 18 students (60%) whose vocabulary scores had achieved the target of the indicator (KKM 70) and there were 12 students (40%) whose scores were still far from the target. As there were 12 students whose scores were below the target, so the indicator of the research had not been fulfilled yet in the first cycle. Nevertheless, in order to fulfill the indicator for learning product that is, 75% of the students must be able to get 70 or more for their vocabulary test score, so the next cycle must be conducted.

From the data in cycle II, there were only 2 students (6.7%) whose scores were still far from the target, in which they could do the test about 80%. Meanwhile, total students who could get the target are 28 students (93.3%). It means that they were good enough in vocabulary after being taught through STAD. It can be stated that STAD can improve the students' vocabulary mastery at SMAN 1 Terbanggi Besar. It also supported by the process of the cycle that make the students' participation increased and more active in classroom vocabulary activities.

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By

HARRIS TAMZIL

**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Department of
Teacher Training and Education Faculty**



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TEACHER TRAINING AND EDUCATION FACULTY
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LAMPUNG TENGAH

Student's Name : Harris Tamzil

Student Regulation Number : 0743042013

Study Program : S1 English Education

Department : Language and Arts

Faculty : Teacher Training and Education

APPROVED BY:

Advisor Committee

Advisor

Co Advisor

Drs. Hery Yufrizal, M.A., Ph.D.
NIP 19600719 198511 1 001

Drs. Deddy Supriyadi, M.Pd.
NIP 19580505 198502 1 001

The Head of
Language and Arts Education Department

Drs. Imam Rejana, M.Si.
NIP 19480421 197803 1 004

ADMITTED BY

1. Examination Committee

Chairperson : Drs. Hi. Hery Yufrizal, M.A., Ph.D.

Examiner : Dr. M. Sukirlan, M.A.

Secretary : Drs. Deddy Supriyadi, M.Pd.

2. The Dean of Teacher Training and Education Faculty

Dr. H. Bujang Rahman, M.Si.
NIP 19600315 198503 1 003

Graduated on: May 02nd, 2012

CURRICULUM VITAE



Harris Tamzil, was born on March 31th, 1988 in Bandar Harapan, Lampung Tengah. He comes from a loveable family with four children and he is the last child of a wonderful couple, Hasbi and Khadijah. He has two beloved sisters named Yusniawati and Lindawati and one beloved brother named and Sofian Hadi.

After attending kindergarten at TK TUNAS HARAPAN in 1993, he continued his study at Elementary School of SD YPP Bandar Harapan and graduated in 2000. He pursued his study at SMP YPP Bandar Harapan and graduated in 2003. He continued at SMA Negeri 1 Terbanggi Besar and graduated in 2006. Having graduated from senior high school he continued his study at Bina Sarana Informatika University, Jakarta Selatan. He enrolled English Education Study Program at the Teacher Training and Education Faculty, Lampung University. In 2007, he joined PMII (Pergerakan Mahasiswa Islam Indonesia) as the head of External Department. In 2009, he was recommended as a secretary in KNPI (Komite Nasional Pemuda Indonesia) Bandar Lampung. In 2010, he joined KBBS (Keluarga Besar Batanghari Sembilan) as a vise secretary. In 2011, he joined BEM FKIP Unila as the head of Sport and culture Department. He accomplished his PPL as one of the requirements for FKIP students, at SMA Bina Mulya Bandar Lampung from July 2011 to September 2011.

DEDICATION

By offering my praise and gratitude to Allah SWT for His abundant blessing to me, this script is proudly dedicated to:

❖ *The greatest inspirations in my life my beloved father and mother, Harbi and Khadijah, for their endless love, support and continuous patience and guidance.*

May Allah SWT Pay your love and devotion back within his never ending blessing.

❖ *My beloved brother and sisters, Yurniawati, Lindawati and Sofian Hadi.*

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Thanks for your support and love for me.

❖ *My wife to be.*

❖ *My Almamater, Lampung University.*

MOTTO :

"A man may die, nations may
rise and fall, but an idea
lives on."

(John F.Kennedy)

"If you believe in yourself and
with tiny pinch of magic all
your dreams can come true."

(Spongebob)

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In the name of Allah, the beneficent and merciful. All praise is merely to The Mightiest Allah SWT, the lord of the worlds, for the gracious mercy and tremendous blessing that enable me to accomplish this script. This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Teacher Training and Education Faculty, University of Lampung.

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Bandar Lampung, 02 May 2012
The Researcher

Harris Tamzil

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I. INTRODUCTION

In order to know why this research should be conducted, this chapter covers the background of the problem, research question, objectives, uses of the research, and definition of terms.

1.1 Background of the Problems

The purpose of English teaching is to improve the students' four language skills; listening, speaking, reading and writing. A small number of words can be used effectively to express an enormous number of ideas as in the case with speaking,

It is important to get learners able to make the best use of a small productive vocabulary. An adequate vocabulary is also needed if learners are going to generate, develop, and present ideas in their writing. The process of writing can be a contributor to vocabulary acquisition by making learners grapple with the meaning of words as they write.

According to senior high school curriculum, English is the first foreign language which taught as a compulsory subject. As Nunan (1991: 117) stated that vocabulary is a list or collection of words to a person both actively and passively. The problem will

appear if a student does not know English vocabulary very well. To minimize students' problem, the students should have many vocabularies because lack of vocabulary often encounter difficulties when speaking English to each other or reading the English texts.

Teaching vocabulary is not an easy matter for English teacher. Realizing the difficulties of teaching vocabulary, the English teacher should consider many strategies of teaching. Many strategies can be used in teaching process and the strategies that are used should be able to make students feel comfortable and enjoyable in the classroom and it should also be able to encourage and motivate them to learn. In teaching and learning English, vocabulary is also considered as one of English components that should be taught at SMAN 1 Terbanggi Besar. It is dealing with KTSP 2006 curriculum for senior high school.

Based on the writer's observation in SMAN 1 Terbanggi Besar, it was found that English teaching learning still faces several problems: (1) vocabulary learning is often neglected by the students because they often got bored with it, (2) the teacher taught the students in an ordinary way, the teacher writes the material from the textbook and the students do exercise in their work book without knowing what the function and the meaning of the words being studied and (3) The teacher's way of teaching did not give challenge for the students to make their English better. Meanwhile from the interview with the students, it was found that the students lack of vocabulary and get difficulty to learn the vocabulary well, the students feel hard to memorize certain vocabularies. They hardly ever practice and using the vocabulary in daily activity.

The teacher seems to emphasize only on memorizing the list of vocabulary without training the students to develop their vocabulary. Therefore, it is necessary for the teacher to focus on the strategy of learning vocabulary that can improve the students' vocabulary mastery and make the learning interesting for the students.

In fact, vocabulary instruction occurs in a variety of ways in the classroom. Teachers must prepare to work with students in varied ability levels. In one classroom there will be students with diverse word knowledge backgrounds, learning styles and literacy abilities. Blachowicz (2005: 27) stated that it is up to the teacher to make word learning pervasive, enjoyable, meaningful and effective.

In order to master the vocabulary that will help them to practice the language, students will need suitable technique which will help them to use the vocabulary in easiest way. Teachers should provide the students with the technique and method that can motivate the students to involve in the activity of learning. As Moore (2000: 25) says that student may want to complete particular assignment principally because it interests or excites them, rather than enables them to achieve a high grade or to please their teachers or their parents.

The statement suggests that it is better to motivate the students by giving an interesting and exciting activity. The teachers are highly suggested to employ an appropriate approach and maintain the teaching learning process that builds the students' awareness on using the knowledge rather than knowing it.

Teachers should work by implementing a true combination of the methods of instruction for vocabulary since there is not one recommended method of instruction.

As Allen and Vallete (1997) states that teaching vocabulary can be meaningful if the teacher conduct the teaching process by combining the available techniques of teaching. This condition will make the students understand the word taught easily.

A strategy of teaching vocabulary items should is expected to stimulate the students' interest and improve their vocabulary. Moreover, teaching vocabulary uses human cognitive system to enhance learners' memory skills. As Ismail (2001: 65) states that the most significant way of mastering new word is in fact using new words in a sentence and thinking of relationship between known and new. So, it is needed to apply such strategy in order to increase the students' mastery in vocabulary.

There are many strategies and techniques that can be applied in teaching vocabulary, one of which is by using STAD (Student Teams Achievement Divisions). According to Johnson (1997: 40) the use of cooperative learning especially STAD type has benefit to motivate students in group so that they can help each other in mastering the material. Beside that the use of STAD can also grow awareness, that learning is important, useful and fun, the students more responsible in learning process, and make students positive thinking in learning the material that is given.

From the description above, the researcher focused his classroom action research on teaching vocabulary by using STAD in teaching vocabulary. It is hoped that the teaching learning process through STAD could increase students' vocabulary achievement; the quality teacher's teaching performance and teaching learning process effectively.

1.2 Formulation of the Problems

Referring to the background above, the problem of the research is as follows:

1. How can the implementation of STAD improve students' participation at SMAN 1 Terbanggi Besar?
2. How can the implementation of STAD improve students' vocabulary mastery at SMAN 1 Terbanggi Besar?
3. How can the implementation of STAD improve the quality of teacher's teaching performance at SMAN 1 Terbanggi Besar?

1.3 Objective of the Research

In relation to the formulation of the problem, the objectives of this classroom action research are:

1. To find out the implementation of STAD to improve students' participation at SMAN 1 Terbanggi Besar?
2. To find out the implementation of STAD to improve students' vocabulary mastery at SMAN 1 Terbanggi Besar?
3. To find out the implementation of STAD to improve the quality of teacher's teaching performance at SMAN 1 Terbanggi Besar?

1.4 Uses of the Research

a. Theoretically

Theoretically, the result of this study can be used as the information whether the result of this research is relevant or not to the theory. Moreover it can be used to verify the previous theories dealing with the theories in this research and also as a reference for further research.

b. Practically

Practically, the result of this research can be used to give some valuable information to the readers about the worth of STAD in mastering vocabulary.

1.5 Scope of the Research

The classroom action research was conducted to the first year students of SMAN 1 Terbanggi Besar. The researcher took one class as the subject in SMAN 1 Terbanggi Besar. The class was the X.H that consisting of 30 students who got the average scores under KKM among others classes of first year in the vocabulary test. The focus of this study was improving students' vocabulary mastery, students' participation and the quality of teacher's teaching performance by using STAD. The material was adopted from School Based Curriculum (KTSP 2006) in Senior High

school. The material focused on the vocabulary of sport. It is about content word that represents the names of objects or things. Then, the teacher evaluated students' vocabulary ability by using a test.

1.6 Definition of Terms

Some terms are defined in order to give basic understanding of the related variables and concepts. These are stated below:

a. Implementation

It refers to the way to carry out the STAD type to improve students' vocabulary mastery. In this study it means that how STAD can influences students' ability in mastering vocabulary.

b. STAD

It refers to the teaching strategy in small group or teams. It means that students are divided into small groups that each students have individual responsibility to be more active in learning process.

c. Improve

It refers to the kind of action which make something or somebody become better. It means that after applying STAD can make students become better in mastering vocabulary.

d. Vocabulary

It refers to the list of collection of words and phrases that are usually alphabetically arranged or definition. In this research, vocabulary means English words based on the 2006 curriculum competence for the students of SMA.

e. Mastery

It refers to complete control and knowledge. It means that the students' level of knowledge in mastering vocabulary. In this research, mastery means students can apply and using the new vocabularies presented by the teacher in daily speaking.

II. LITERATURE REVIEW

This chapter discusses about concept of vocabulary, concept of teaching learning process, concept of STAD, and procedure of teaching vocabulary using STAD.

2.1 Concept of Vocabulary

Learning a language cannot be separated from learning its vocabulary because vocabulary is one of the most important aspects of language. If we cannot master a sufficient amount of vocabulary, we will fail to use a language satisfactorily either in oral or in written form. As Fries (1973: 32) states that vocabulary is the essential area of learning language. We can also say that language is built up by vocabulary. Rivers (1970: 462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. This is also supported by Byrne (1976: 10) who states that in order to communicate effectively, the learners need an adequate mastery of vocabulary.

It is obvious that without mastery vocabulary, one can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that

Based on the statement above, the writer assumes that vocabulary is the basic element of language in which it will make a language meaningful. As Wallace (1988: 86) states that vocabulary is the vital aspect of the language. An adequate number of vocabularies may enable the message to be expressed clearly. Concerning this matter, Burton (1982: 98) stated that a larger number of vocabularies help us to express our idea precisely, vividly and without repeating the word.

Therefore, in order to help students mastering a new language, the teachers have to make them master an adequate number of vocabularies. In other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of the vocabulary that the students have. The more and the better vocabulary they gain, the more skillful the language they can perform.

In any activity of learning language, a learner is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas. Wilkin (1983: 3) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language which makes the language meaningful.

According to Fries (1974: 45), vocabulary is divided into four types:

1. Content words represent the names of objects or things, that is: concrete noun (student, teacher, book), action done by or with these things, that is: verb (read,

teach, walk), the qualities of these things, that is: adjective (happy, sad, smart).

And adverb (field, court, swimming pool).

Example:

- You play football.

N

- They sing a song.

V

2. Function words are those which are used as means of expressing relation of grammatical structure such as: conjunctions (and, or, but), articles (a, an, the), etc.

Example:

- Toni and Tiara are at home, they do not go to the movie.

Conj

Aux

3. Substitute words, those which represent individual things or specific actions, but function as substitutes for whole form-classes of words, that are indefinites (anyone, anybody).

Example:

- You can trust on me.

- Everybody has problems.

4. Distributed words, those that are distributed in use according to grammatical matter as the presence or absence of a negative, such as: some, any, either, etc.

Example:

- Nopri does not drink milk either.

Macfadyen (2007: 1-21) divides content words into some categories: verb, noun, adjective, and adverb. Verb is perhaps the most important part of the sentence. A verb asserts the most important part of the sentence and expresses actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence. Verb fall into three categories: transitive verbs, intransitive verbs, and linking verbs. Transitive verb is a verb, which needs direct objects, e.g. Police caught the man (“the man” is the direct object of the verb “caught”). The example of direct object: answer, buy, continue, borrow, call, meet, bring, etc. meanwhile intransitive verb is a verb, which does not direct object, for example: arrive, come, go, stay, cry, etc. while linking verbs, e.g. my elder brother become an engineer. This verb does not show action, for example: be (am, is are, was, and were), become, seem, etc.

The second category is a noun. Macfadyen (2007) says that a noun is a word used to name a person, animal, place, thing, and abstract idea. Noun falls into five categories: proper nouns (Indonesia, Monday, Soekarno, etc), common nouns (boy, chair, description, etc), material nouns (fish, stone, send, etc), collective nouns (people, family, couple, etc), abstract nouns (beauty, honesty, kindness, etc). Beside that noun has other category: count and noun-count nouns. A count noun is one that can be counted, book-one book, two books, person-one person, two people, etc. Meanwhile

a non-count is the one that cannot be counted, e.g. milk. You cannot say: one-milk or two milks. It is possible, however, to count some non-count nouns if the substance is placed in a countable container, e.g. glass of milk, two glasses of milk, etc.

For example:

- This is one of the foods that my doctor has forbidden me to eat. (Non-countable)

- We painted the window blue and the door red. (Countable noun)

The next category is adjectives. Adjectives fall into two categories: descriptive and limiting. Descriptive adjectives are those, which describe the color, size, or quality of person or thing (noun or pronoun). For example: beautiful, large, red, interesting, important, colorful, etc. It means that an adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun, which it modifies. Limiting adjectives place restriction on these and those are plural form. For example: cardinal numbers (one, two), ordinal numbers (first, second) possessives (my, your, his), demonstratives (this, that, these, those), quantity (few, many, much), articles (a, an, the). All others remain the same whether the noun is singular or plural.

For example:

- Emilia is a nice girl.

- Karisma is a naughty boy.

The last category is adverb. Macfadyen (2007) says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, how much. Many descriptive adjectives can be changed to adverbs by adding-ly suffix to the adjective base. Unlike an adjective, an adverb can be found in various places within the sentence.

For example:

- She walks slowly.

Adv

- He was driving carefully.

Adv

In this research, the writer will focus on content word because content word consists of words that are familiar to the students and easy to be understood by them.

Referring to the above statement, the writer assumes that vocabulary is very essential part in learning a language. By mastering the vocabulary, we can understand what someone says or communicate to others. And we can express our ideas easily. It is hoped after learning vocabularies, the students would master a great number of vocabularies, and they can express their ideas and communicate easily each other.

2.2 Concept of Teaching-Learning Vocabulary

In order to make this point clear, the discussion consists of four main points, i.e. concept of language teaching, what to teach in vocabulary, how to select vocabulary to teach, and how to teach vocabulary.

2.2.1 Concept of Language Teaching

When we talk about teaching, it means that we talk about showing or helping someone to learn how to do something. It also means giving instruction, guiding is studying about something, providing with knowledge and causing to understand, Brown (1987: 6). So, when we teach someone, we hope the person will have knowledge and understanding about of the subject we taught at the end of the teaching period.

Based on the opinion above, the writer assumes that any language can be taught to the students, wherever they live. So, language teaching can be modified to any situation (classroom activity), depending on the situation. Meanwhile, it will be insufficient if teaching learning activity is carried out through talking and writing only, in this case media are needed.

Referring to the previous statement, the writer needs good technique to transfer the material in teaching and learning activity. In general, there are some techniques that can be used in teaching learning process like using picture, game, group work, etc.

2.2.2 What to Teach in Vocabulary?

In general, there are three steps in teaching vocabulary; firstly, teaching the word form, spelling and pronunciation. The teacher can teach the spelling of the word by writing it on the whiteboard. While, in teaching pronunciation, the teacher can pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher.

Secondly, teaching the meaning of the word. In teaching the meaning of the word, the teacher can ask the students to look up in the dictionary. If the students have any difficulties, then the teacher may help the students by giving them the meaning of the words or the teacher can also directly tell the students what its meaning. Thirdly, teaching the use of the word. In teaching the use of the word, the teacher may provide some exercises in using those words. It suggests that English teacher should find an alternative technique that at least covers the three steps above in teaching vocabulary.

2.2.3 How to Select Vocabulary to Teach?

The teacher should be able to choose the appropriate words in teaching vocabulary according to the level, needs. As Bismoko (1976: 64) states that in teaching vocabulary, the teacher must select the words which can be learnt in a limited time, which words should be chosen for teaching and which one should be left behind. Bismoko (1976: 64) also states that the vocabulary which should be taught to beginners should meet the following requirements:

1. Must be frequently used by people whose native language is English. These words can be selected from A General Service of English Words (West, 1953). West (1953, 7) says that the words represent a list of 2.000 General Service List and considered suitable as the basis of vocabulary for learning English as a second language. For example: eye, hand, book, money, etc.
2. Must be useful in any country and any situation especially for authentic situation. It means that the words are very essential to be familiarly spoken in authentic situation. For example the words used in expressing:
 - a. Greeting: Good morning, Good afternoon, Goodbye, etc.
 - b. Condolence: I am sorry, etc.

Based on the statement above, the writer assumes that in teaching vocabulary teacher should be able to supply some appropriate material in teaching vocabulary.

According to Nation (1990: 18), we can determine that vocabulary can be taught by using:

1. Frequency counts

Usually a vocabulary counts done by making list of the words in a particular text or group of texts and counting how often and where they occur, by this way the teacher will be able to select which word is useful to be learnt and which word is not.

2. Word list

Word lists a list of words that have been listed by some experts. There are some word lists that have been made by some experts and can be used in preparing material to be

taught on vocabulary teaching. They are General Service List of English Words by West (1953), The Cambridge English Lexicon by Hindmarsh (1980), and Longman of contemporary English by McArthur (1981).

But in this research the writer used the students' senior high school handbook, which is published by Yudhistira. The consideration of using this book as source is that the book is arranged based on the GBPP of curriculum 2006 and the book is also used by the teacher in that school.

2.2.4 How to Teach Vocabulary?

Learning a language means learning thousands of vocabulary items. Everyone has his or her own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some learners will find it effective to use vocabulary exercise in order to acquire new vocabulary, while others will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and with suit different individual in different ways.

Based on the statement above, Scott (2007) says that there are five basic instructional methods for teaching vocabulary. These methods are:

1. Definitional methods include anything where a student is given a word and a definition. The student may be given a list or words and have to look them up in a

dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning beyond the definition.

2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of the sentence or paragraph. This instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word.
3. Organizational, or semantic framework instruction, students learn relationships between and among similar words. This type of instruction includes the use of concept maps, semantic maps, and other graphic organizers.
4. Cooperative learning instructional makes use of visual images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.
5. Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about what the word means. Scott, Jamieson-Noel and Asse link cite (2003) a previous study which claims that this type of morphological word study is especially useful to students who are learning English as an additional language (Scott, 2007).

All of the ways above can be used in teaching-learning vocabulary process, but in this research the writer used the cooperative learning STAD, because the writer assumes that by those learning the student would be easier to memorize the vocabulary.

2.3 Concept of Students Teams Achievement Divisions (STAD)

2.3.1 The Nature of STAD

STAD is one of cooperative learning techniques in which students work in groups consist of four or five member. The groups consist of students from different academic levels, genders, and background ethnics. They are responsible for discussing and working in group before answering quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each other's skills presented by the teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun. Slavin (1995: 75) argued that group contingency is essential if a small group structures are to enhance achievement. By group contingencies, Slavin means that the behavior of one or more group members brings reward to a group.

It has five major components as Slavin (2008: 143) defined: 1) class presentation, 2) teams, 3) quizzes, 4) individual improvement scoring, and 5) team recognition. In STAD, students are assigned to four member learning teams that are mixed in heterogeneous teams. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.

There are some steps in STAD that a teacher has to follow: (1) using direct teaching methods to teach the first lesson, preparing a quiz on the lesson material and worksheets based on the quiz; (2) introducing teams assignments, explaining group scoring, and starting team practice on worksheets; teams can enter group discussion, pairs check, or just work informally until each member is sure their teammates will make 100 on the quiz; (3) having students explain answers to one another instead of just checking each other against the answer sheet; (4) reminding students that if they have questions, they should ask all teammates before asking the teacher; (5) giving quiz individually; (6) holding improvement scoring, in which teacher bases scores on improvement from pre-test to post-test scores. It applies to either individual or group situation.

2.3.2 Key Element of STAD

According to Kessler and Kagan (1992: 8) and Johnson and Johnson (1994), there are at least five key elements in STAD. Those elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing.

The first element is positive interdependence. Positive interdependence means each group member's efforts are required and indispensable for group success. In other word, when one student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence and non-interdependence. Students are negatively interdependence in competitive situations, it means when one student

achieves, others loss. Examples of negative interdependence are grading on the curve, posting only a few (the “best”) papers, or calling on only one student when several raise their hands. Students are non-interdependence during individualized instruction if students are all working alone at their own pace on individual tasks and the grades of each have no relation to those of other students.

The second element is face-to-face interaction. In face-to-face interaction students have to arrange themselves, so that they are positioned facing one another, have directly eye-to-eye contact and face-to-face academic conversation (Stahl, 1994). In this element, there are some cognitive activities and interpersonal dynamics that may only occur when the students do real work together in which they promote each other’s success by orally explaining how to solve problems, discussing concepts being learned, checking for understanding, teaching one’s knowledge to others, and connecting present with past learning.

The third element is individual and group accountability. STAD technique in this element should not consider individual success only by having individual quiz regularly, but the students work in group must be accountable for achieving its goals and must be accountable for contributing each member’s work to achieve the common goal. According to Johnson et al. (1998), a teacher should assess each student’s performance and return the result to the students as soon as possible in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

The fourth element is interpersonal and small group skills. The students are required to possess interpersonal skills and group skills in order to gain knowledge of the subject matter. Further, Johnson and Johnson (1984) claimed that the students must be given how they analyze their learning group in order to maintain effective working relationships among the group's master. They also added that social skills for effective cooperative work do not only appear when cooperative lessons are employed but also must be taught, such as in leadership, decision-making, trust building, communication and conflict-management, and students should be motivated to use the perquisite skills successfully.

The fifth element is group processing. Johnson et al. (1999) stated that group processing is important to make cooperation work by structuring group processing. It only occurs when students are able to achieve their goals and maintaining relationships. Moreover, the purpose of the group processing is to evaluate the group work process and the result of their cooperation and to improve the effectiveness of the group's member in contributing to the joint efforts to achieve the group's goal. Without group processing, cooperative groups are often only groups of students sitting together working on the same task.

2.3.3 Procedure of STAD in the Classroom

The procedure of STAD implementation consists of several steps. The first step is dividing the students into groups from different academic levels, sexes, and background ethnics. According to Lie (2007: 41-42), the composition of each group

is one student with high achievement level, two students with average achievement level, and one student with low achievement level. The achievement level bases on the students' pre-test scores. The table below is the procedure in selecting the groups (Slavin, 2008: 152).

Table 1
The Procedure in Selecting the Groups

Criteria	Student Achievement Level	Name of Team
Students with high achievement level	1	A
	2	B
	3	C
	4	D
	5	E
Students with average achievement level	6	E
	7	D
	8	C
	9	B
	10	A
	11	A
	12	B
	13	C
	14	D
	15	E
Students with low achievement level	16	E
	17	D

	18	C
	19	B
	20	A

The second step is explaining STAD rules to the students. Every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson. If the students have questions, they should ask all teammates before asking the teacher.

The third step is explaining individual and group scoring. The students collect points for their group based on the level in which their quiz score exceed their starting score.

The table 2.2 below is criteria of improvement point.

Table 2
The Criteria of Improvement Point

Quiz Score	Improvement Point
More than 10 points below starting score	5
10-1 points below starting score	10
10 points above starting score	20
More than 10 points above starting score	30
Answer sheet is perfect	30

The fourth step is delivering the lesson. The teacher explains the lesson and asks number of questions to the students. The fifth step is arranging group discussion. The

students work in groups and do the assignment that is given by the teacher. They can discuss concepts being learned, check for understanding, teach one's knowledge to others, connect present with past learning or just work informally until each member is sure their teammates will make 100 on the quiz.

The sixth step is giving individual quiz. The aim of individual quiz is to measure how far the students understand the lesson. The seventh step is counting students' improvement score. The last step is giving rewards for group achievement. The table below is criteria of reward.

Table 3
The Criteria of Reward

Criteria (Team Average)	Reward
15	Good Team
16	Great Team
17	Super Team

2.3.4 Advantage and Disadvantage of STAD

This section explains the benefits of STAD compared to the traditional learning. In STAD, students share the idea that they work together to learn and are responsible for their own teammates' learning and their own to achieve a goal. On the other hand, in traditional learning the students only work in a small group to discuss the assignments without getting clear goals and a proper instruction. In addition, student-

centered learning means that students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions. In traditional class, students only have to focus to the teacher's lecture without doing lots of activities.

In line with those reasons, Slavin (2008) concluded several benefits of STAD for students: creating conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills); increasing self-esteem and improve ethnic relation; leading to higher achievement, especially for low achiever; and representing an odd but happy marriage between behavioral and humanistic approaches to classroom motivation.

Ham and Adams (1992: 8, cited in Agustina 2006) identified three benefits of using STAD for teachers: teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers; teacher's time is spent more effectively; teachers can adopt a fresh, new attitude toward their job; and teachers have a greater time to validate their own, values and ideas.

According to Kagan (1992:109), STAD might be a new technique to the teachers and students. Therefore there may be some problems found in teaching vocabulary through this technique: teachers get hardly the class's attention; the noise level become too high; some of the students do not want to work in group; and some of the students might be frequently absent.

The aim of this study is to find out the effectiveness of STAD implemented in an Indonesian classroom setting. The researcher would prove the benefits of using STAD, the advantages and disadvantages of the technique, to prove the result of the previous studies and also to acquire a more additional comprehensive picture of this technique.

III. RESEARCH METHOD

3.1 Classroom Action Research Setting

This research is a classroom action research. In this research, students' problem was found base on the interview is vocabulary mastery. It was found that the problem in understanding both receptive and productive language use was resulted from inadequate vocabulary mastery. And base on the interview to the teacher, the main problem of the students was that the students were not active and unenthusiastic when they were following English class. They found it difficult to communicate because they lack of vocabulary. They felt frustrated when they cannot find appropriate word to express their thoughts and to grasp the meaning of someone's utterance.

The problem mostly appeared when they were doing written test; it was hard for them to recall the vocabulary they have got as they lack impression and eagerness in learning English. So, a classroom action research was done to increase the students' vocabulary achievement, the teacher's performance and the teaching learning process. The researcher taught vocabulary through STAD and saw the improvement from the process and product of teaching and learning. This research was done at first grade of SMA N 1 Terbanggi Besar.

There was one class only of first grade in SMA N 1 Terbanggi Besar. The subject of this classroom action research was the students of X.H that consist of 30 students. From the pre observation and the teacher' explanation this class was chosen because most of students in that class have the lower ability in vocabulary achievement among the other classes. It was showed from the mid test, not all of the students pass the target of KKM (Kriteria Ketuntasan Minimal). The target is 60 and no one of the students can reach it, their score is below of the KKM, and the range of their score 32-55. Besides that, he found that most of the students cannot answer the teacher' question, they kept asking the teacher to translate the question into Bahasa, and they also cannot answer it in English. It was known by the pre-observation that researcher does and also from the English teacher's information. The researcher observed the problem and tried to find the solution for that problem. In this research, students' problem related to vocabulary achievement.

The problem solution applied was teaching vocabulary through STAD. Then lesson plan is design and use. After that, all the students are asked to answer some teacher's questions related to their understanding of the task, and then they are also asked to choose the correct answer related to their vocabulary mastery. This research is done in collaboration with the other English teachers. There are two others English teacher. One English teacher observes the teacher's performance and the other one English teacher observes the students' activity during the teaching learning process. Learning process analysis is done base on the students' observation and teacher's observation. Base on this analysis and reflection, it is decided the next cycle and it focuses on the weaknesses in previous cycle.

3.2 Research Procedures

In this classroom action research, there are two cycles. The first cycle is based on the problem which is faced by the students and teacher. The main steps of the cycle are as follows:

1. Planning

Base on the research problem, the researcher prepares lesson plan, selects the material from the textbook or another book that is relevant to the curriculum of senior high school. The researcher prepares the vocabulary test for the students and also observation sheets that will be filled out when the observer is observing the students' activities and the teacher's performance.

2. Action

Action is part of the cycle where a teacher does the treatment; it is teaching English through STAD. In this stage, lesson plan is used in the teaching learning process. The researcher teaches in the classroom as a teacher base on the lesson plan throughout the teaching learning process.

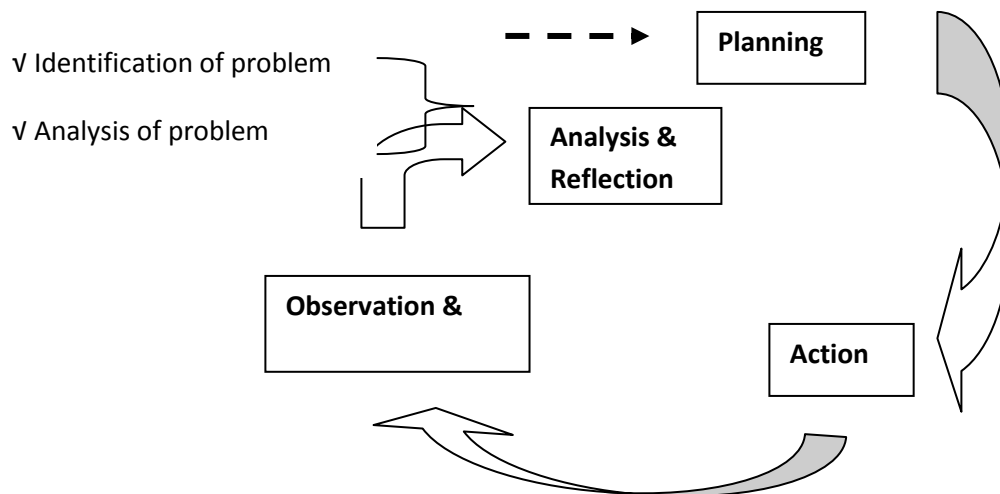
During the teaching learning process, the students' activities will be observed. Observation is done by the observer during the teaching and learning process. The observer observes the students' activities and also the teacher's performance, then the result of the observation is will be filled out in the observation sheets. The researcher and the observer also will interpret the result of the observation. This step will be started during the teaching learning process occurs.

3. Observation and Interpretation

During the teaching learning process, the students' activities are observed by the rater. The teacher performance is observed and noted by the teacher of the class by using observation sheet and interpret the result of teaching learning process. This step is done while the teaching learning process occurred.

4. Analysis and Reflection

Reflection means that the researcher analyzes and reflects the teaching learning process based on the observation result, students' performance and the vocabulary task to find out the improvement of students' achievement. The researcher analyzes the weakness and the strength of the activity, material, media and students' achievement.



The cycle of Classroom Action Research (Suyanto in Wiliyanti, 2007: 33).

3.3 Indicators of the Research

In order to see whether STAD can be used to increase the students' vocabulary achievement in this Classroom Action Research, the researcher determines the indicator dealing with the learning product and process.

3.3.1 Learning Product

Based on the standard score or KKM (Kriteria Ketuntasan Minimal) stated by the school for English subject, the indicator of learning product is 60. So, the researcher and the teacher determine the target according to that standard, if at least 70% of students' scores can reach 60 or more for the test, it is assumed that STAD is able to foster the learning product.

3.3.2 Learning Process

For this learning process, observation is done to both the teacher and the students by the observer during the teaching learning process by observing the whole activities in the class and by filling the observation form. The observation is done to know the students' activity during learning process, subject is based on the problems faced by the teacher, and it is divided into three activities, they are, pre-activity, while-activity and post-activity. In pre-activity the aspects observed are the students' interest to follow the class and respond to the topic, while, in while-activity, the aspects

observed are students' attention to the teacher's explanation, their focus on the aspects of vocabulary achievement, and their understanding to the materials.

The indicator determined by the researcher concerning the students' activities is 80%. So, if 80% students are actively involved in teaching and learning activities when the use of STAD is implemented, it means that the use of STAD technique is applicable to improve students' vocabulary achievement.

The researcher decides to set up 80% as the target since according to Arikunto (2006: 7), if more than 75% students are actively involved in teaching learning activities, it can be categorized as a good level. The teacher also discusses it to the English teacher.

Besides observing the students' activities, the researcher also observes the teacher's performance during teaching and learning process. It is expected that teacher's score for his teaching performance could reach score 80. So, if the teacher could get score 80 in his teaching performance, it means he can teach the students very well. There are some aspects that are used to score for the teacher's performance that was, doing the appreciation, mastering the learning material, having the learning strategy, using the learning media, involving the students, and having evaluation.

3.4 Instrument of the Research

In getting the data, the researcher employs two kinds of instruments. The first instrument is the main source of instrument of information and the second one

supported the analysis itself. The instrument used here were (1) vocabulary task and (2) observation sheet.

The instrument could be specifically as follows:

3.4.1 Vocabulary Test

The first instrument use in getting the data is vocabulary test. Vocabulary test is chosen as the instrument because it requires students to measure their vocabulary mastery. Vocabulary test could also motivate the students to improve their English. The researcher uses vocabulary test proposed by Heaton (1991). The test assesses the students' understanding and the students' vocabulary by choosing the correct answer. The vocabulary test consists of 40 items. It is all about vocabulary of sport and the items are vocabulary of noun consist of occupations, places, things, etc. However, in this recent study, the researcher decides to use nouns because it is popular and it still around the students world.

Table 4
The List of Vocabulary

Vocabulary	
Noun	Foot ball, racket, Football player, athlete, diver, hockey player, rider, swimmer, tennis player, circuit, stadium, jockey, cyclist, golfer, ice-skater.
Verb	beat, box, catch, cycle, dive, draw, hit, kick, Drive, lose, practice, throw, surf, swim, shoot, ride.
Adjective	Amateur, danger, professional, safe.
Adverb	Field, swimming pool, additional time, circuit.

3.4.2 Observation

In this research, observation is conducted during the teaching learning process. The teacher and the rater observe the process happening in the classroom. The observation is done to find out the students' interest to follow the class, students' attention to the teacher explanation, their focus on the aspects of vocabulary achievement and the teacher's performance in implementing teaching vocabulary through STAD. All of the important things those happen during teaching learning process are noted by the rater and the teacher.

3.5 Data Analysis

According to Setiyadi (2006:254), data analysis is a process of organizing the data in order to gain regularly of the pattern or form of the research. In this research, the teacher validated the data by using vocabulary test and observation. After getting the data from the test and observation, the teacher analyzes the data based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step that the teacher does is making description all data. Then the teacher selects the data related to the research question. The next step, the teacher arranges all collected data by classifying the data. They are the data in the learning process and learning product, they are observation and vocabulary task. The last step is making the report. When the data are taken, she

interprets all the collected data and described them into conclusion. And base on the analysis and reflection, it is decided to conduct two cycles.

3.5.1 Learning Product

To know the learning product, the researcher uses vocabulary task to collect the data.

There is the indicator that is used to analyze the data gained from the test:

If at least 70% of students' scores can reach 60 or more for the test, it is assumed that STAD is able to foster the learning product.

To know the percentage of students' who get ≥ 60 , the following formula is used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100$$

3.5.2 Learning Process

In this learning process, observation is done to both the teacher and the students by the observer during the teaching learning process by observing whole activities in the class and by filling the observation form. The observation is done to know the students' activity and the teacher's activity during learning process and it is based on the problems faced by the teacher.

a. Students' Activity and Teacher's Performance

There are some indicators that are used to analyze the learning process of the students and the teachers: If 80% or more of students are actively involved in teaching and learning activities when STAD is being implemented, it means the target is achieved. If more than 80% of students are actively involved in teaching and learning activities, it categorizes as a good level. If the teacher gains 80 in her teaching performance, it means he could teach the students very well by using STAD. To get the data from the learning process, the researcher uses observation sheets. The result of the observation sheets is analyzed after every cycle has been conducted.

b. Observation

Since the observation is done for observing the students' activities and also the teacher's performance, the teacher analyzes the result of the observation separately. In analyzing the data from observing the students' activities, the researcher counts number of students who are actively involved in the teaching learning activities and also calculate the percentage of the students. In addition the researcher make abstraction or description then selects the important data which is related to the activities of the students. Meanwhile, in analyzing the data from observing the teacher's performance, the researcher does the following steps:

1. Counting the total score

In this step, the researcher counts the sum of scores from all aspects. The aspects scored covered the teacher' activities in pre-activity, while-activity and post-activity.

2. Making a description from the data to be analyzed

It is similar to analyze the students' activities, in analyzing the teacher' performance the researcher also makes some description from the collected data which enriches and supports the result of the analysis.

IV. RESULT AND DISCUSSION

This classroom action research was conducted in two cycles only. The researcher decided to conduct only in two cycles since the indicators of the research had already been achieved at the second cycle. Each cycle in this classroom action research consisted of 6 steps. They are planning, action, observation, interpretation, and analysis and reflection. The steps of every cycle were described as follows:

4.1 Cycle I

This cycle was done in two meetings; the treatment I and the test. The treatment I was done in Tuesday, January 10th 2012. The treatments accordance with the problems found by the researcher that the students tended to memorize a number of vocabularies without a chance for them to practice and use it in real life; so the students got difficulty in memorizing and using the vocabularies. The test was done on Tuesday, 17th 2012. Each meeting was held for 2 x 45 minutes and followed by 30 students. In this cycle, the activity consisted of planning, implementing, observing and reflecting as follows:

1. Planning

In this step, the researcher analyzed the condition of the class and formulated the problems. Referring to the problems, the lesson plan was made and the material was prepared. The material was about sport, the material was based on the curriculum.

Then, the researcher making the lesson plan in which the material was used in order to improve students' vocabulary. The lesson plan was made based on the discussion of the researcher and the teacher. The researcher prepared the vocabulary task for the students and prepared the media and other things that were useful for the teaching and learning process. At the end, the researcher prepared the observation sheets to observe the teachers' performance and students' activities.

2. Action

The first cycle was done on Tuesday, January 17th, 2012. The meeting was held for 2 x 45 minutes and attended by 30 students. In this research the teacher gave teaching vocabulary by using STAD based on the lesson plan. Then, the researcher observed the teacher's performance and observed the students' activity during the teaching learning process. The processes in this step was divided into pre activities, while activities and post activities. The explanation is as follows:

a. Pre Activities

At the beginning of the teaching and learning process, the teacher greeted the students in English and then checked the students' attendance list. Since the teacher usually greeted the students in English, the students did not have any difficulties to respond to the teacher in English too. After that the teacher informed the students the competence that would be achieved and tried to stimulate the students by asking several questions:

E.g.: Teacher: "do you like sport?"

Students: "yes"!

Teacher: "good. What kind of sport do you like?"

Students: "football, swimming, badminton"

Student: " basketball, futsal sir. "

Teacher: "Well, so today we are going to study about sport, pay attention please!"

The teacher asked several questions to the students to get some information and to stimulate students' background knowledge about what was going to be taught. When the teacher asked some questions to the students such as, "do you like sport?", "what kind of sport do you like?" there were some students who were brave and confident enough to raise their hands and answered the teacher's questions, and even the rest were only able to answer the teacher's questions together but it could be seen that

they were very enthusiastic, although there were a few students who kept silent because of not knowing what to say.

b. While Activities

The English teacher gave a brief summary of the content of the materials about sport. The material was not translated but equivalent translation of key phrase should be give in order for the language learners to comprehend the materials. The teacher showed some pictures related to the sport, than gave some examples of sport (football, swimming, badminton, etc) that are commonly used by the learners. The teacher gave good examples how to pronounce difficult words.

The teacher divided the students into groups and then the teacher gave them some pictures of sport. The students getting expert copy that contained topics that will learn and read material for getting the information. The teacher introduces material to be learnt. It is a cross word. Team members practice together and then they discussing the topic. During activity go on, the teacher as a facilitator, monitored the activity and control the time.

Next in the while activity, the teacher wrote down some target vocabularies in the material about sport and their meaning on the board, he explained the material by introducing some vocabularies related to the topic and content words that consist of verb, noun, adjective and adverb.

During that activity, the teacher walked around to the group in order to help the students if they had some difficulties, for example, if they did not understand what to do. After the teacher made sure the groups had done their task, he checked it together with the students. Teacher gave comment and explained some necessary things, such as wrong grammatical use, the use of some content words, e.g. student still difficult to put to be in arranging adjective into sentence and sometimes they still confuse between noun, adjective, verb and adverb.

c. Post Activities

After all of the students had done the task, the teacher gave reflection of feed back to conclude about what have been taught, and then he closed the meeting.

3. Observation and Interpretation

There were two kinds of data that have been observed, the learning process and the learning product. The learning product was the data of the students' vocabulary achievement; meanwhile, the learning process covered the data of the students' activities and also the teacher's performance. The result of observation from learning product is explained as follows:

a. Learning Product

Learning product is the students' scores from the vocabulary task. The indicator of the students' achievement is, if at least 70% of the students can reach score more or 60 for the vocabulary task, it means that the implementation of STAD was applicable to improve the students' vocabulary mastery. The following table showed the frequency of students with the vocabulary scores they got:

Table 5
Students' Vocabulary Score at Cycle I

NO	SCORE	CYCLE I	
		FREQUENCY	PERCENTAGE
1	81 – 90	3	10%
2	71 – 80	12	40%
3	61 – 70	3	10%
4	51 – 60	10	33.3%
5	41 – 50	2	6.7%
Total		30	100%

The interpretation of table I was explained below:

In line with the table 1, there were only 18 students (60%) whose vocabulary scores had achieved the target of the indicator and there were 12 students (40%) whose scores were still far from the target. They could answer few questions, their ability

were below from the target. They had many weaknesses in differentiating the use of some content words for verb, noun and adjective. As there were 12 students whose scores were below the target, so the indicator of the research had not been fulfilled yet in the first cycle.

However, though the indicator had not been fulfilled yet, but based on the rater and the teacher observation, it was found that the students became more active and enthusiastic in following the teaching learning activity by using STAD; it was seen from their activity and their response to the teacher's questions.

Nevertheless, in order to fulfill the indicator for learning product that is, 70% of the students must be able to get 60 or more for their vocabulary score, so the next cycle must be conducted.

b. Learning Process

In this classroom action research, the learning process covered the students' activities and the teacher's performance during the teaching and learning process.

1. Students' Activities

As mentioned in chapter III, the indicator of the students' activities is, if at least 80% or more of the students did at least 70% of the activities during the teaching and learning process, it means that the implementation of STAD can improve the students' activities. There were five activities that must be done by the students, that

was, responding to the topic enthusiastically, paying attention to the teacher's explanation, responding to the teacher's questions, following the teacher's instructions (to discuss and work in group), and being able to respond to the teacher's question (in the form of vocabulary task). The information of the activities done by each student and the percentage of each student's activity can be seen in Appendix 5.

To know whether the target of the indicator of this classroom action research has already been achieved or not after the implementation of STAD, the following explanation shows the process of the students' activities during the teaching and learning process.

a. Pre Activities

When the teacher did an apperception, there were about 22 students who responded to the topic enthusiastically. The students were interested in responding to the topic when the teacher told them that they were going start the lesson. Unfortunately, there were still 8 students who did not respond to the topic enthusiastically. They kept talking with their friends, used their cell phone in the class room and played around.

b. While Activities

There were about four activities that became the focus of the observation; paying attention to the teacher's explanation, responding to the teacher's questions, following the teacher's instruction and being able to respond the teacher's questions.

In while activities, the teacher started the lesson by giving a material and showing some pictures of sport. Then the teacher gave some example of sentences about sport which consists of verb, noun, adjective and adverb. The students were interested to pay attention to the material and also the teacher's explanation. Although it was seen that there were 8 students who did not pay attention well on the teacher's explanation. They tended to chat with their friends and used their cell phone when the teacher was explaining and giving some material. After the teacher divided them to some groups, the teacher asked the student to create some sentences related to the sport and made a list that should be divided into three part noun, verb and adjective. Every group had different theme of material.

Then, when the teacher asked some questions related to the material, such as, "Class, do you like sport?", "can you mention what kind of sport you like?" There were only 17 students who responded to the questions. Some were still very hesitated to answer the teacher's question and just silent, except the teacher pointed to a certain student. It was obviously seen that the students weren't used to practicing English for a real life. They just whispered each other. They were too worried of making a mistake, and the teacher tended to ignore it. Then the teacher ask the students to make some of groups and discuss with their friends in analyzing the material that given by the teacher, In having discussion with group, the observer found that most of students could follow the teacher's instruction when they had to discuss the answer of the question about the material in evaluation in group but there were four students who seemed to busy with themselves talking about another topic. But in checking the answer of the questions in evaluation, the teacher tried to involve all students in discussing the

answer of the questions, such as, the teacher asked the answer of the first question to the first row, and then to the second row, until the last. Their answer was very various. So, the teacher tried to lead the students to find the correct answer together.

For the last activity, that was, doing the vocabulary task in group; every student should be able to do the task, then after the groups finished their work, the answer sheet collect by the teacher and exchanged with other groups to correct answer.

c. Post Activities

In this part, the teacher tried to give a feed back by asking the students to mention the vocabularies that had been learnt once again. The students responded to the feedback from the teacher, the students mentioned vocabularies learnt during the teaching and learning process. For further information, the observation sheets of the students' activities in Appendix 3 can be seen to know the activities done by each student.

2. Teacher's Performance

The indicator of the research for teaching performance is, if the teacher can get score at least 80 for his teaching performance, it means that the implementation of STAD can improve the teacher's teaching performance. The process done by the teacher in Cycle I is explained as follows:

a. Pre Activities

In pre activities, the teacher directly guided the students to materials without informing the competence that should be achieved. The teacher should inform the competence that should be achieved by the students.

b. While Activities

In observing the teacher's performance, the researcher emphasized on the teacher's mastery of learning material, the learning strategy used by the teacher, the used of leaning media, the students' involvement and the evaluation done by the teacher. The explanation of the teacher's performance in while-activities is as follows:

The teacher was able to correlate the material with relevant topic and real life, by asking students about their opinion about their favorites' sport. So, the students responded to the teacher by giving opinions in simple sentences, short phrases, even in single words in English. Such as: "I like football", or just "football, swimming, badminton, etc". By doing so, the teacher had stimulated the students to communicate, and the teacher checked their sentences and tried to correct the language used included verb, noun and adjective.

In doing the teaching learning process which is suitable with the competence, the teacher did it very well. He taught about the sport. Those activities were very relevant to the competence which must be achieved; the students should be able to mention some vocabularies related to the topic in order to understand the materials.

However, the teacher was not good at managing the time allocation. This means that he did not do the teaching and learning process which was suitable to the time allocation. Sometimes the teacher spent many times for asking and joking with the students. Besides that, to teach vocabulary, the teacher had applied the teaching and learning process which was suitable with the students' needs.

For doing the evaluation, the teacher was good at monitoring the students' improvement. He asked some questions to the students to know how far his students had understood the lesson. The final evaluation he did was very suitable with the competence. The competence that must be achieved was that the students were able to recognize certain vocabularies, the meaning of the words and identify the vocabulary that consists of noun, verb and adjective. And then the teacher asked the students to mention the vocabularies one by one into three part, noun, verb and adjective.

c. Post Activities

In the post activities, the teacher did a reflection. He was quite good in doing the reflection since he involved the students in summarizing the lesson that they learnt at that day, and the students freely shared their ideas by telling what they got from the teaching and learning process. The detail information for the scores gained by the teacher for his teaching performance can be seen in Appendix 7.

4. Analysis and Reflection

After getting the necessary data from the teaching and learning process of Cycle I the researcher together with the teacher discussed everything happened in the class to find out the weaknesses of this cycle. Having found the weaknesses, the researcher and the teacher tried some solutions to solve them. Furthermore, the researcher noted some weaknesses from the learning product and learning process, they are as follows:

a. Learning Product

Based on the result of observation in Cycle I about the students' vocabulary scores, the researcher analyzed and found that there were still some students who could not achieve the learning target. Some students' score were still below the target, 40% students could not do the test well, it was caused some factors; first, some students did not follow the teacher instruction, caused they were busy with themselves.

Second, few students did not really enjoy the material to much that they ignored the teacher's explanation, even the teacher had tried to focus on the students who did not pay attention well, but still they were weak in achieving the learning target and understand the language used. So the teacher should give such teaching activity more frequent to make the students get used to, and to make the students accustomed with the language used in real life.

b. Learning Process

There were two kinds of data which were analyzed for the learning process, those were, the students' activities (see Appendix 3) and the teacher's performance (see Appendix 7). The explanation is as follows:

1. Students' Activities

From the students' activities, the researcher found that it was just 60% of the students were able to do 80% activities targeted, during the teaching and learning process. It means that the result of the research has not fulfilled the target of the indicator. The failure to achieve the target was caused by some weaknesses that appeared in the first cycle. Such as, there were many students did not listened and followed the teacher instruction because of busy with their own activity or chit chat with their friends and they also used their cell phone, the students fear in making mistakes to respond to the teacher instructions since the teacher usually corrected the students' mistakes directly so they did not have enough courage to respond to the instructions and the questions.

2. Teacher's Performance

In line with the description about the teacher's performance in cycle I, it can be concluded that the teacher's performance was quite good. He was capable enough in teaching vocabulary by implementing STAD to his students so that there was an improvement on his teaching performance. But there are some aspects that need to be

improved more, thus the teacher got 62 for his teaching performance. This means that the research indicator for the teacher's performance has not fulfilled yet in cycle I. But there were some weaknesses from the cycle I. The weaknesses must also be solved since this absolutely influenced the students' vocabulary mastery and the students' activities. The weaknesses of the teacher's performance and the solutions of the weaknesses are as follows:

4.2 Weaknesses in Cycle I

Since the teacher usually corrected the students' mistakes directly, the students became fear and did not have enough courage to respond to the teacher's questions. Besides that, he did not finish teaching based on the time that was scheduled. He just taught in that school once a week because of school and English teacher authority. He could not distinguish which activity needed longer time and which one needed shorter time. So he did not get the time to give follow up or homework. Actually the teacher must do a follow up by giving direction or tasks as a remedy but in doing the follow up, the teacher just asked the students to learn more at home.

The teacher seldom gave positive responses to the students' questions or opinions. Meanwhile, students like being praised for every good thing they do. In addition, the teacher often corrected the students' mistakes directly. This thing made the weak students become much more passive during the teaching and learning process. Since he was a teacher in that school, of course he knew each of student ability, who were

brave enough to express their opinion and who were not brave enough. But in fact, he did not mention that.

4.3 Solutions of the Weaknesses

To make the students get accustomed to hearing the English words, the teacher must use English much more than use Bahasa, as long as the students understand the teacher's intention, he could keep using English during the teaching and learning process. For time allocation that he did not finish teaching based on the time scheduled, thus he needed to manage the time wisely. He should distinguish which activity needed longer time and which one needed shorter time. So, he had time to give follow up or homework.

The teacher should give positive responses to the students' opinions and questions more often. The teacher even could give some rewards to the students too so that they would feel that their hard work was appreciated by the teacher. The teacher must also pay attention to the ability of each individual especially to the weak students. After the researcher did reflection towards the weaknesses happened in the learning product and learning process of Cycle I, he together with the teachers tried to implement the solutions in Cycle II until the indicators of the research could be achieved.

4.4 Cycle II

This cycle was applied since the result of the learning product and process of Cycle I could not fulfill the indicators of the research. In Cycle II, the researcher and the teacher must pay attention to the result of Cycle I. In line with the information from the reflection of Cycle I about the weaknesses happened in the learning product and learning process, the researcher and the teacher implemented the solutions of the weaknesses in Cycle II. This cycle was done in two meetings: the treatment and the vocabulary test. The treatment was done on Tuesday, January 24th, 2012. Then the test was done in the next meetings on Tuesday, January 31th, 2012. It was not different from previous cycle; this cycle also consisted of planning, action, observation, interpretation, analysis and reflection. They will be described as follows:

1. Planning

The planning step in the first cycle covers: preparing the learning material. The material was still same with the first cycle that was taken based on the curriculum. Then, make the lesson plan for the second cycle.

Next, the teacher preparing the vocabulary task for the students and preparing the learning media for the teaching and learning process, the teacher used the picture as the media in this cycle. Finally, the teacher preparing observation sheets used to observe the teacher's performance and students' activities.

2. Action

The second cycle was done on Tuesday, January 24th, 2012 for the treatment. And the vocabulary test was done on Tuesday, January 31th, 2012. The meeting was held for 2 x 45 minutes and it was still followed by 30 students. For this cycle, teacher had prepared the material that same with the first cycle. The processes in this step covered pre activities, while activities and post activities. The explanation is as follows:

a. Pre Activities

As what the teacher did in Cycle I, at the beginning of the teaching and learning process in Cycle II, the teacher greeted the students in English and then checked the students' attendance list. Having done it, the teacher asked the students about the previous lesson that was about sport. The teacher asked the students some questions related to the topic so that the students remembered the lesson before. Then the teacher informed the competence that would be achieved after the teaching and learning process. In doing an apperception, in this cycle she tried to stimulate the students' background knowledge.

The teacher asked the students about the previous lesson so that the students remembered the materials about and asking several questions related to their real life, it was done to stimulate their imagination to relate the next lesson.

b. While Activities

Having the students remember the previous lesson, the teacher started the lesson by giving a picture to each of the students about of the materials that they would study. The language teacher gives a brief summary of the content of the materials about sport. The material is not translated but equivalent translation of key phrase was given to the students in order for the language learners to comprehend the materials. The teacher gave some examples of sport (golf, diving, bicycle, athletics, boxing, volley ball, basket ball etc) that were commonly used by the learners. The teacher gave good examples how to pronounce difficult words. The English teacher asked the language learners listen attentively while the teacher explained or recited the materials at normal speed several times, and then the teacher showed the gesture and the facial expression about the action that was consisted in the materials to help the learners understand the material easily.

The teacher divided the students into groups and then the teacher gave them some pictures of sport. The students getting expert copy that contained topics that will learn and read material for getting the information. The teacher introduces material to be learnt. Team members practice together and they discussing the topic. During activity go on, the teacher as a facilitator, monitored the activity and control the time.

After that the English teacher asked the students several questions to check their understanding about the materials. Such as, “what is your favorite sport? why ”. The students’ answer was very various, “I like football because I want to be famous like lionel messi sir ” I like badminton because I want to be superstar like taufik hidayat

and susi susanti”. The teacher kept asking the students about information they already got from the process of STAD.

E.g.:

Teacher : “Ok my students, do you like sport?, what kind of sport do you like?
So, why do you like that sport...?”

Student A : “Mmm... I like football because I football,,,apa ya...because I love
Messi sama Cristiano Ronaldo sir.”

Student B : “I like badminton because it is my hobby”

Student C : “aaaaa I like football because ammmm,,I wanna play in
Team Indonesia sir?”

Students D: “Swimming sir, because someday I wanna be a professional
swimmer ”

Student E : “basket ball sir.”

Teacher : “why do you like basket ball?”

Student E : “because I mau kaya Michael Jordan sir”

Student F : “I like racing sir.”

Teacher : “Why do you like racing?”

Student F : “Because I like balapan sir and I want to be like valentine rossi sir.”

Then the teacher wrote some sentences and their meaning on the board. After that the teacher explained the vocabularies that had been written on the board, explained the differences among the vocabularies that consist of verb, noun and adjective, then the

teacher asked the students to create some sentences that were consisted of verb, noun and adjective.

During that activity, the teacher walked around to help the students if they had any difficulties, for example, students did not understand what to do, or had difficulties in vocabularies.

Since the teacher found that her students made mistakes, he tried to be wise in treating the students' mistake. The students also repeated asking the same question to the other students to make the students who made the mistake found out the right answer.

c. Post Activities

For the post activities, the teacher did a reflection by asking the students questions related to the material they had learnt that day. The teacher asks them whether they have some difficulties related to the topic.

E.g.:

Teacher : Well my student before we end this meeting, do you still have any difficulties about our topics today, what have we learnt today?

Student A : “about sport”

Student B : “ sport for examples football, basket ball, badminton and golf sir ”

Student C : “We studied about our favorite sport sir”

Teacher : “Excellent!”

Then, the teacher assigned the students to do the vocabulary task. After the teaching and learning process were complete, the researcher closed the class.

3. Observation and Interpretation

The result of observation from the learning product in Cycle II was explained as follow:

a. Learning Product

Learning product is the students' scores from the vocabulary task. The indicator of the research for learning product is, if at least 70% of the students can reach score 60 or more for the vocabulary task, it means that the implementation of STAD is applicable to improve the students' vocabulary achievement. The following table informs whether the indicator of the learning product can be achieved or not.

Table 6
Students' Vocabulary Score at Cycle II

NO	SCORE	CYCLE II	
		FREQUENCY	PERCENTAGE
1	81 – 90	4	13.3%
2	71 – 80	16	53.3%
3	61 – 70	8	26.7%
4	51 – 60	2	6.7%
5	41 – 50	-	-
Total		30	100%

From the table, there were only 4 students (13.3%) who reached 81-90 in the vocabulary task. This means that the students were able to comprehend the material given, in which they could do the test about 90%. Meanwhile, total students who could get the target are 28 students (93.3%). It means that they were good enough in vocabulary after being taught through STAD.

Although most of the students' scores for vocabulary achievement have achieved the target of the indicator but there is 2 students (6.7%) who gets 50-59. His vocabulary achievement was poor since he made a lot of mistakes in doing the task.

Based on the fact above, there were 28 students (93.3%) whose scores were 60 or higher. It means that the teaching and learning process in the second cycle through STAD was implemented had been able to fulfill the target stated in the indicator of the research, that is, 70% of the students must be able to reach 60 or more for their

vocabulary achievement. Due to that fact, the researcher and the teacher decided not to hold the next cycle.

b. Learning Process

The learning process covered the students' activities and the teacher's performance during the teaching and learning process. The information below shows the result of observation of both students' activities and teacher's performance in Cycle II:

1. Students' Activities

To know whether the target of the indicator for the students' activities in this classroom action research has already been achieved or not after the implementation of STAD, the following explanation is given for the process of the students' activities during the teaching and learning process. In the teaching learning process, it began with pre activities; it was found that 27 students (90%) responded the topic enthusiastically. And when the teacher began giving an explanation and giving some questions almost all the students paid attention and responded to the teacher. The students also did the teacher's instruction.

a. Pre Activities

When the teacher gave the brainstorming, there were about 27 students who responded to the topic enthusiastically. The students looked more interested in

responding to the topic since the teacher tried hard to give many perceptions by asking several questions. Unfortunately, there were still 3 students who did not respond to the topic enthusiastically. These students did not make noise in the class but they also did not show their interest to the topic.

As usual, they only became the viewers of their friends. However, if it is compared with the result of the first cycle, there is an improvement on the result of the second cycle.

b. While Activities

There were about four activities that became the focus of the observation, there are students should pay attention to the teacher's explanation, respond to the teacher's questions, and follow the teacher's instructions (having a discussion in the group).

In while-activities, the teacher started the lesson by giving the picture of sport to the students. Seeing the content of the picture, the students were interested and a few students tried to mention the picture in English. Although it was found that there were 3 students who busy with their own activity. But unfortunately, the teacher was aware to their ignorance, so the teacher satire them in order to catch the students' attention to her explanation.

Then, when the teacher asked some questions related to the material. The students became much more active since they could understand the teacher's question easily because the students still remembered the material that was same like first meeting.

And also because the teacher gave key words on the form of comments and simple questions to make the students comprehend her intention.

Besides that, the teacher did not correct the students' mistakes directly and she even gave positive responses to the students' opinions and answers. So, the students became much more active since they did not feel afraid to the teacher anymore. Hence, the students looked much more confident in responding to the teacher's questions. By giving positive responses to the students' answers and opinions, the teacher had allowed the students to produce any kind of production during the teaching and learning process so that the students did not feel shy or afraid of giving answers and opinions to the teacher's questions and comments.

In a group activity, the students looked very active each other in discussing the material given by the teacher and when their friend still don't understand about material, they try to explain briefly in their own language, so the discussion in the groups run well.

For the last activity, that is, responding to the teacher's question in the form of vocabulary task, all the students were able do the task, although it was found that there was still one students who could not to do the task well. He still got a very low score, as basically his English was very poor and he lacked of motivation in learning, although he has made an improvement, however he needed a special treatment from the teacher, so the teacher had to pay more attention to the weak one like him. While the rest of the students were able to do the vocabulary task well.

c. Post Activities

In post activity, the teacher gave a feed back about what they had learnt and asked them to mention several vocabularies that they had learnt before. The students responded to the feedback from the teacher, the students mentioned several vocabularies learnt during the teaching process and then students left the class.

From the explanation of the activities done by the students during the teaching and learning process in Cycle II, the researcher got the data, that is, there were 27 students (90%) of 30 students who did 80% of the activities that was observed by the researcher. It means that the target stated in the indicator of the students' activities has been achieved since more than 80% of the students have done more than 75% of the activities during the teaching and learning process. This shows that the use of STAD in teaching vocabulary can improve the students' activities.

2. Teacher's Performance

Since the focus of this second cycle was only on the weaknesses of the teacher's performance in the first cycle, so the explanation below only discusses the improvement of the teacher's performance on his weaknesses in the first cycle.

There are as follows: The teacher began with an apperception better by asking the students some questions closely related to the topics and making sure that all of the students understand from her brainstorming before starting to the lesson. He

reminded the students about what had been learnt in the previous cycle. And it was well done as it was only few who seemed not to be interested to the topic.

Based on the time allocation, it was found that the teacher needed to maximize the practice time so that students had more chance to practice, thus he allocated the time to be used wisely for giving material and for having a practice. In the teaching and learning process, the teacher used more English in explaining the material so the students more familiar with English and also lead the students to listen English's vocabulary more often.

The teacher was able to give positive response to the students and then he made a peer correction, so that the students could check their own answer by listening to others' answer. The teacher then focused on the weak ones, he gave him attention more to the student who was not able to follow the teaching and learning process well, and gave special treatment to them such as repeating the questions to them and giving indirect correction.

In the post activity, the teacher did a reflection. He was quite good in doing the reflection since he involved the students in summarizing the lesson they had learnt that day. The teacher also gave a follow-up by giving those several explanations how to improve their English through STAD. In line with the descriptions about the teacher's performance above, it can be concluded that the teacher's performance is quite good. He was capable enough in teaching vocabulary by implementing STAD to his students so that there is an improvement on her teaching performance.

For that reason, the teacher got score 82 for his teaching's performance. This means that the research indicator for the teacher's teaching performance can be fulfilled in Cycle II. The detail information for the scores got by the teacher for her teaching performance can be seen in Appendix 8.

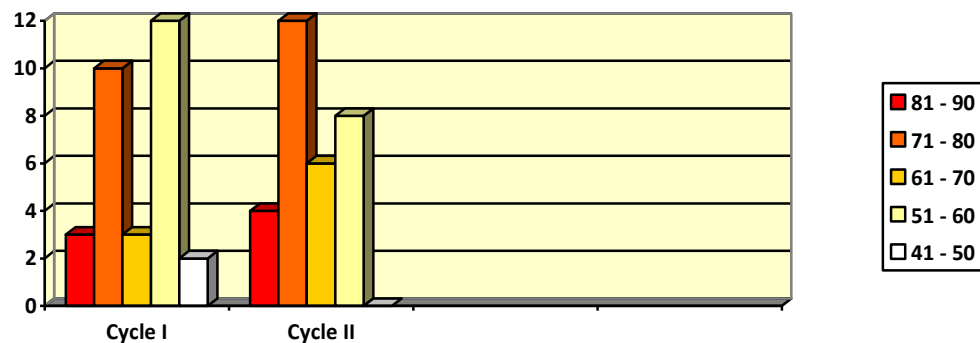
4. Analysis and Reflection

After the second cycle had been held, the improvement was found in both learning product and process. The explanation is as follows:

a. Learning Product

The target of the indicator for the learning product could be achieved after the second cycle was held. Besides the vocabulary task result of the first grade of SMA N 1 Terbanggi Besar had shown the improvement of the students' vocabulary scores. The improvement can be seen in the following figure.

Figure 1
Students' Vocabulary Score in Cycles I and Cycle II



The figure shows the improvement of the students' vocabulary scores from the first cycle to the second cycle. In cycle I, there were 3 students whose score 81-90, 12 students whose score 71-80, 3 students whose score 61-70, 10 students whose score 51-60 and 2 students whose score 41-50. There were only 16 or 60% students whose scores are 60 or higher. It means that the result of the vocabulary task cannot fulfill the indicator of the research. Hence, the second cycle must be conducted. After the second cycle was conducted, there were no student whose score 41-50, 2 students whose score 51-60, 8 students whose score 61-70, 16 students whose score 71-80. It means that the indicator of the research can be fulfill since there are approximately 28 students or 93.3% got 60 or higher.

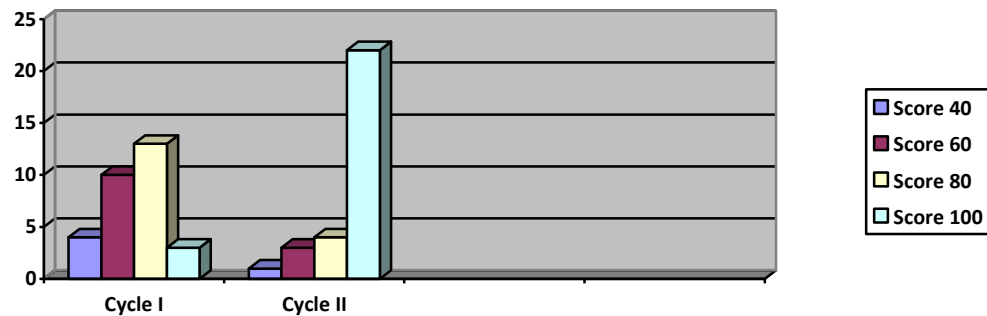
Based on the description of the improvement on the learning product and also the data had already achieved. It means that the use of STAD is applicable to improve the students' vocabulary achievement. The material was about sport that included familiar and unfamiliar vocabulary items. And by applying STAD could help the students learnt basic facts and new vocabulary, which the students need to acquire when learning a new subject.

b. Learning Process

The learning process covered the students' activities and the teacher's performance.

The analysis and reflection of those two points are described as follows:

Figure 2
Students' Activities Score in Cycles 1 and Cycle 2



1. Students' Activities

The figure shows the improvement of the students' activities from the first cycle to the second cycle. In cycle I, there were 22 students (74%) who were able to conduct 80% activities targeted. It means that the result of the vocabulary task cannot fulfill the indicator of the research. Hence, the second cycle must be conducted. After the second cycle was conducted, there were about 28 students (96%) who did 80% of the activities in the teaching and learning process.

This means that the indicator of this research for the students' activities had been achieved because the indicator of the research for the students' activities is, if at least 80% of the students do at least 75% of the teaching and learning activities, it means that the use or the implementation of STAD is applicable to improve the students' activities.

Fortunately in the second cycle, the teacher was able to build the students' confidence by giving more positive responses to the students' opinions and to focus more on the weak ones. Such as, give a rewards to the group who were brave to answer the question that given by the teacher or in answering the task from the material.

Through STAD, the students could increase their ability in vocabulary especially in noun, verb and adjective. Through STAD the words to-be-learned were provided, because the students in the group can help each other if they had a problem in mastering the materials. Besides that, it also makes the students easier to memorize the words to-be-learned because they work together. Therefore, it was found such an improvement on the students' activities in the second cycle. The number of students who paid attention to the teacher's explanation and also to the teacher's questions increased. This fact has proved that the use or the implementation of STAD is applicable to improve the students' activities.

1. Teacher's Performance

It is similar to the students' activities; there is also an improvement on the teacher's teaching performance in the second cycle. The teacher's teaching performance in the first cycle has not been able to fulfill the target of the indicator. There were still some weaknesses in his teaching performance which influenced the students' vocabulary achievement and the students' activities such as was not able to stimulate the students' background knowledge about the topic.

In fact it is such an important point to do for every teacher to help the students to correlate the information (vocabulary and topic) what had they got with the real life and with the new information they were going to get, the students would be able to use it, practice it and memorize it vividly.

It was also found that the teacher did not emphasize using English during the teaching and learning process, in fact the teacher must keep using the target language in teaching as long as the students understand the teacher's intention, so the students get familiar with foreign language. However, in the second cycle the teacher was able to cover her weaknesses. In his performance, he was good in applying or implementing STAD in teaching vocabulary.

4.5 Discussion

4.5.1 The Summary of Cycle I and Cycle II

There were two cycle in this research. Based on the result in cycle I, it was found there were 16 students (60%) whose score more than 60, the students' activities 60%, and the teacher got 62 for his teaching performance. It's mean that the target of the research cannot be fulfilling yet. Concerning of the result of the students' learning product, students' learning activities, and teacher's performances, the researcher and the teacher made a reflection. The target cannot be fulfill yet in cycle 1 because the students feel unfamiliar with the new vocabulary given by the teacher (i.e. court, gymnasium, stick, suit), the student still feel confused when work with their team

because they never work with team before, the teacher use pictures as a media in cycle I, but it still didn't work because the pictures isn't colorful, so the students looked unenthusiastic in teaching learning process.

In cycle II, the researcher and the teacher try to make better preparation before teaching learning activities in the classroom. In cycle II, the students feel enjoy when the teacher gave them material. They feel confident when the teacher asked them about the material and they looked active when they discuss the material with their friends. The teacher still use a pictures as a media in cycle II, but now it different from the previous one. The teacher used colorful pictures, so the students feel more active in the teaching learning process. As the result in cycle II, there are 28 (96%) students who got score more than 60 for their score and activity. The teacher got 82 for his teaching performance. It means that the indicator already fulfill in cycle II.

4.5.2 Learning Product

a. Student Score

There were two cycles done in this research since the indicators have been achieved in the second cycle. Concerning of the result of the students' learning product, in cycle 1, there were 16 or 60% students whose scores are 60 or more. It means that the result of the vocabulary test cannot fulfill the indicator of the research. It is reasonable because on the first time of the implementation of STAD, the students feel unfamiliar with the new vocabulary given by the teacher such as gymnasium, coach,

mid fielder diving, etc. This condition made the weak students become much more passive during the teaching and learning process. This was in line with the statement established by Kagan (1992: 109), STAD might be a new technique to the teachers and students. Therefore there may be some problems found in teaching vocabulary through this technique: teachers get hardly the class's attention; the noise level become too high; some of the students do not want to work in group; and some of the students might be frequently absent.

In the other hand, in the process of assessment, the original teacher usually corrected the students' mistakes directly, so the students became fear and did not have enough courage to respond to the teacher's questions. Besides that, he did not finish teaching based on the time that was scheduled. He just taught in that school once a week because of school and English teacher authority. He could not distinguish which activity needed longer time and which one needed shorter time. So he did not get the time to give follow up or homework. As the result the researcher must do a follow up by giving direction or tasks as a remedy but in doing the follow up, the teacher just asked the students to learn more at home.

Furthermore, in the cycle II there are approximately 28 students or 96% students get 60 and even more than 60. It means that the indicator of learning product has been achieved in the second cycle. This finding was because, through STAD, the students could increase their ability in vocabulary especially in noun, verb, adjective and adverb. Through STAD the words to-be-learned were provided, since the students in the group can help each other if they had a problem in mastering the materials.

Besides that, it also makes the students easier to memorize the words to-be-learned because they work together. This fact has proved that the use or the implementation of STAD is applicable to improve the students' activities. This finding is supported by the theory stated by Slavin (1995: 75). He stated that group contingency is essential if a small group structures are to enhance achievement.

The main idea behind STAD is to motivate students, to encourage, and to improve each other's skills presented by the teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun. From the explanation above can be concluded there was an improvement in students' vocabulary achievement about 30%. Concerning the result of learning process, there are two aspects in learning process which are analyzed; students' activities and teacher's teaching performance.

4.5.3 Learning Process

a. Students' activities

The indicator for the students' activities is, if at least 80% of the students do at least 75% of the teaching and learning activities, it means that the use of STAD is applicable to improve the students' vocabulary mastery. The researcher decides to set 80% and 75% as the target since according to Arikunto (2006:7), if more than 75% of

students are actively involved in teaching and learning activities, it can be categorized as a good level.

In cycle I, from five kinds of students' activities observed by the observer, there were two activities which did not fulfill the indicator; paying attention to the teacher's explanation (73.34%) and responding to the teacher's questions (56.67%). The failure to achieve the target was caused by some weaknesses that appeared in this cycle. Such as, there were many students did not listened and followed the teacher instruction because of busy with their own activity or chit chat with their friends and they also used their cell phone, the students fear in making mistakes to respond to the teacher instructions since the teacher usually corrected the students' mistakes directly so they did not have enough courage to respond to the instructions and the questions. The students still unfamiliar working in group. Sometimes they still felt shame to deliver their ideas when they are discussing the material in group.

Therefore, cycle II was conduct to fulfill the target. The number of students who paid attention to the teacher's explanation and also respond the teacher's questions increased; paying attention to the teacher's explanation increase from 73.34% to 86.67% in the second cycle while responding to the teacher's questions increase from 56.67% to 86.67% . Fortunately in the second cycle, the teacher was able to build the students' confidence by giving more positive responses to the students' opinions and to focus more on the weak ones. Such as, give a rewards to the group who were brave to answer the question that given by the teacher or in answering the task from the material.

Therefore, it was found such an improvement on the students' activities in the second cycle. The number of students who paid attention to the teacher's explanation and also to the teacher's questions increased. Besides that, it also makes the students easier to memorize the words to-be-learned because they work together. Through STAD, the students could increase their ability in vocabulary especially in noun, verb and adjective. Through STAD the words to-be-learned were provided, because the students in the group can help each other if they had a problem in mastering the materials. This fact has proved that the use or the implementation of STAD is applicable to improve the students' activities.

b. Teacher's performance

In cycle I, the teacher got 62 for his teaching performance. It means that the target had not reached. The teacher was capable enough in teaching vocabulary by implementing STAD to his students so that there was an improvement on his teaching performance. But there are some aspects that need to be improved more; the teacher needed more time in managing the class, for example, delivering introduction, dividing class into groups, etc. The indicator for teacher's teaching performance is 80. So, if the teacher can reach that target, it means that the teacher's teaching performance is very good.

In cycle II, the teacher tried to improve his teaching performance. He began with an apperception better by asking the students some questions closely related to the topics and making sure that all of the students understand from her brainstorming before

starting to the lesson. He reminded the students about what had been learnt in the previous cycle. And it was well done as it was only few who seemed not to be interested to the topic.

Based on the time allocation, it was found that the teacher needed to maximize the practice time so that students had more chance to practice, thus he allocated the time used wisely for giving material and for having a practice. In the teaching and learning process, the teacher used more English in explaining the material so the students more familiar with English and also lead the students to listen English's vocabulary more often.

The teacher was able to give positive response to the students and then he made a peer correction, so that the students could check their own answer by listening to others' answer. The teacher then focused on the weak ones, he gave him attention more to the student who was not able to follow the teaching and learning process well, and gave special treatment to them such as repeating the questions to them and giving indirect correction.

In the post activity, the teacher did a reflection. He was quite good in doing the reflection since he involved the students in summarizing the lesson they had learnt that day. The teacher also gave a follow-up by giving those several explanations how to improve their English through STAD. This is supported by the theory stated by Ham and Adams (1992: 8, cited in Agustina 2006), he identified three benefits of using STAD for teachers: teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers; teacher's

time is spent more effectively; teachers can adopt a fresh, new attitude toward their job; and teachers have a greater time to validate their own, values and ideas.

Moreover, after doing some betterment in some aspects, in the cycle 2 the target had been able to fulfill. The teacher got 82 in the second cycle. It means that the teacher got very good for her teaching performance.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. Based on the research finding, the conclusion can accordingly be stated as follow:

The use of STAD can improve the students' vocabulary mastery. The research was successful because more than 70% of the students of grade X scored 60 or higher. In cycle 1, there were 16 students (60%) who gained score ≥ 60 , while in cycle 2 there were 28 students (93.3%) who gained score ≥ 60 . Thus, through STAD, the teaching of vocabulary became more effective. It is relevant to the students' need and interest, by using STAD, the student feel more confident because they work and always discussing with their friends. As several benefit STAD for students stated by Slavin (2008): creating conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills); increasing self-esteem and improve ethnic relation; leading to higher achievement, especially for low achiever; and representing an odd but happy marriage between behavioral

and humanistic approaches to classroom motivation. It is also able to reinforce the language to be learnt, to stimulate the language production, and can be a model for the learners to follow.

2. The use of STAD helps the teacher to enrich his/her teaching performance. It can be seen from the teacher's score which is increase from 62 in cycle 1 to 82 in cycle 2. It means that he could teach the students better after implementing STAD. This is supported by the theory stated by Ham and Adams (1992: 8, cited in Agustina 2006), he identified three benefits of using STAD for teachers: teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers; teacher's time is spent more effectively; teachers can adopt a fresh, new attitude toward their job; and teachers have a greater time to validate their own, values and ideas.
3. By using STAD, it was found that the students' activities were improved as STAD stimulated and attracted more the students in learning English. As it was found that there were only 16 students (59.2%) who did 80% of the activities in cycle 1, but there were 28 students (96%) who did 80% of the activities in cycle 2. Therefore, it was found such an improvement on the students' activities in the second cycle. The number of students who paid attention to the teacher's explanation and also to the teacher's questions increased. Besides that, it also makes the students easier to memorize the words to-be-learned because they work together. Through STAD, the students could increase their ability in

vocabulary especially in noun, verb and adjective. Through STAD the words to-be-learned were provided, because the students in the group can help each other if they had a problem in mastering the materials. This fact has proved that the use or the implementation of STAD is applicable to improve the students' activities.

5.2 Suggestions

Based on the conclusion above, some suggestions are recommended as follow:

1. The teacher is recommended to implement STAD in improving the students' vocabulary. In STAD, the students give a task with media that will attract them to know what is materials tells about. Every high interest students will be a leader in the group and motivate them in the group to join every single activities instructed by teacher so that they can help each other to improve their English and also improve their activities in the classroom.
2. Applying STAD will be difficult at first. The teacher should consider about time allocation in the implementation in the classroom. Since STAD needs more time, therefore the teacher should make the time as efficient as possible. The teacher should explain the activity clearly. It is better to make sure that the students know exactly what they have to do with the material and the media used in teaching and learning process. If the students in the look difficult to understand about the material or the activities the teacher also should give a chance to them to ask some questions.

3. There are several of English materials that can be applied in teaching English, but the teacher should choose the material that is appropriate for the students' level especially for senior high school students.

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APPENDICES