

## The Influence Of STAD Type Learning Strategy Towards Students' Motivation In Learning English At SMA Negeri 1 Pamona Utara

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**Abstract :** This research aims to determine the influence of the STAD learning strategy on students' motivation as proven by hypothesis testing. The study uses a survey design. The research type in this study is quantitative. The population of this study are 225 and the samples are 59 students. The result of this research, it shows that STAD influences Students' Motivation 40.1%. This indicates that the null hypothesis is rejected, and the alternative hypothesis is accepted. Thus, the STAD learning strategy influences to improve learning outcomes and student enthusiasm for participating in learning ' ' increasing students' sense of self-confidence

**Keywords:** *Learning strategy, STAD, Students Motivation;*

### 1. INTRODUCTION

Cooperative learning strategy is one of the effective learning models for teachers and students, where cooperative learning is a group learning strategy where students are divided into small groups to maximize learning in the classroom, as well as to train cooperation between students in learning. Cooperative learning strategy is one of the learning strategies that can help students, have a motivation to work on a problem solving or task that is done in groups. This refers to responsibility each other , so that the groups members can motivation to do the learning procces well according to the part that will be their respective responsibility

Motivation is an encouragement to someone to be more eager to do something, which is temporarily on the way and can be the reason someone does something. Motivation can arise from within a person, through an action that is considered important for oneself and others. Student motivation is important in a teaching and learning process, because with motivation, students can be helped to solve any problems or learning materials and tasks given by the teacher. Every student has different motivation in every learning process. Student motivation can be formed if there is encouragement from teachers and people involved in the teaching and learning process.

After conducting pre-observations, the researcher found that the teacher used a STAD type cooperative learning strategy or student team achievement division. The implementation of STAD type learning strategies is positively related to increasing student motivation in learning English, where collaboration in small groups and responsibility in achieving shared academic goals can increase students' interest in learning and active participation. In the research that will be carried out, researcher will be more likely to explore STAD type cooperative learning strategies that teachers bring to the classroom in the teaching and learning process of English subjects.

Although previous studies have shown the benefits of cooperative learning strategies in increasing student motivation, there is still little research that specifically explores the influence of STAD on student motivation in learning English, especially in the context of senior high schools (SMA) in Indonesia. Therefore, this research aims to understand how the application of STAD type learning strategies can influence students' motivation in learning English in high school and what factors influence student motivation by implementing STAD type learning strategies.

### 2. METHOD

The approach to this research method is a quantitative approach. According to Sugiyono (2013:7) "Quantitative research methods can be defined as research methods that are based on positivism philosophy

samples, used to research certain populations or samples, collect data using research instruments, analyze quantitative or statistical data, with the aim of testing hypotheses. From the definition above, it can be concluded that the descriptive method with a quantitative approach is a method that aims to systematically and factually describe the facts and relationships between the variables studied by collecting data, processing, analyzing and interpreting data in hypothesis testing. This research will use a quantitative approach using a survey as a research design.

In this research, researchers used students as research objects with a total of 59 samples, and samples were taken using convenience sampling techniques. for data collection techniques using questionnaires and interviews.

This questionnaire measured by using a Likert scale.

**Table 1 Blueprint of cooperative learning STAD**

(Melati 2019)

Research Variable	No	Indicator	Total items	Items Numbers
Model STAD learning	1	Convey all the lesson objectives to be achieved in the lesson and motivate students to learn.	3	1-3
	2	Presenting information to students by means of demonstrations or through reading materials.	4	4-7
	3	Explain to students how to form study groups and help each group make the transition efficiently	4	8-11
	4	Guiding study groups as they work on assignments they.	4	12-15
	5	Evaluate learning outcomes regarding the material that has been studied or each group presents the results of their work	2	16-17
	6	Look for ways to reward both individual and group learning efforts and outcomes	2	18-29
TOTAL			19	19

Based on the table above, it discusses the indicators of the STAD Learning model, where the first indicator discusses all the learning objectives to be achieved and motivates students to learn with a total of 4 items and the items are divided from numbers 1 to 3. The second indicator discusses presenting information to students. using demonstration methods or through reading with a total of 4 items divided from numbers 4 to 7. The third indicator discusses how to form study groups and help groups make transitions efficiently with a total of 4 items divided from numbers 8 to 11. The fourth indicator explains how to guide groups to do assignments consists of 4 total items divided from numbers 12-15. The fifth indicator discusses the evaluation of learning outcomes on the material studied by each group and presents the results of their work with a total of 2 items divided from numbers 16 and 17. The last indicator discusses how to appreciate the efforts and learning outcomes of individuals and groups with a total of 2 items divided from numbers 18 and 19. Thus, the total number of items in the table is 20 items which are divided into 6 indicators.

**Table 2 Likert Scale**

Answer Choices	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Sugiyono (2019:147)

The Likert scale is used to measure respondents' opinions in filling out the questionnaire, if the respondent strongly agrees they can choose the number 4, if they agree they can choose the number 3, if they disagree they can choose the number 2 and if they strongly disagree they can choose the number 1.

**Table 3 Blueprint of students Motivation**

Variable	No	Indicator	Question Item Number on the Questionnaire
Learning Motivation	1	Persevere in facing tasks	1,2,3
	2	Be tenacious in facing difficulties	4,5,6
	3	Show interest in various unknown problems	7,8
	4	Want to deepen the material or field of knowledge provided	9,10,11,12,13,14
	5	Always try to achieve as best as possible	15,16,17
	6	Can defend his opinion	18,19
	7	Happy and diligent, full of enthusiasm	20

( Samsidar 2019)

Based on the table above, the variable discussed is Learning Motivation with a total of 7 indicators divided into several question number items in the questionnaire. The first indicator discusses perseverance in facing tasks with item numbers 1, 2 and 3. The second indicator discusses how to deal with difficulties with item numbers 4, 5 and 6. The third indicator shows interest in various unknown problems with item numbers 7 and 8. The fourth indicator discusses the desire to deepen the material or knowledge provided with item numbers 9,10,11,12,13, and 14. The fifth indicator shows ways or efforts to achieve as well as possible with item numbers 15,16 and 17. The sixth indicator is being able to maintain an opinion with item numbers 18 and 17. The last indicator is happy and diligent and full of enthusiasm with item number 20.

**Table 4 Likert Scale**

Answer Choices	Score
Always	4
Often	3
Sometimes	2
Never	1

The Likert scale is used to measure respondents' opinions in filling out the questionnaire, if the respondent always they can choose the number 4, if they often they can choose the number 3, if they sometimes they can choose the number 2 and if they never they can choose the number 1.

The interview is the second instrument that researcher utilized to investigate the factors within the STAD strategy that influence student motivation. Therefore, students and teachers will be interviewed as subjects to gather relevant data. Through verbal interaction, researcher gathered information from the respondents. For

this research, a structured interview approach employed. The researcher conducted interviews with four students and an English teacher who were conducted by the researcher to answer questions asked by the researcher method.

### 3. RESULTS AND DISCUSSION

#### 3.1. The Result of STAD and Students' Motivation Questionnaires

Based on the questionnaires that was distributed, the following results were obtained :

**Table 5**  
**STAD and Students' Motivation Questionnaires Results**

No	Initial	Result	
		STAD	Students' Motivation
1	GP	62	60
2	RJD	71	69
3	GAP	49	50
4	BM	55	52
5	CMD	65	62
6	RRW	65	53
7	SM	63	55
8	ACPA	64	60
9	MS	64	63
10	DJAL	56	49
11	YAL	71	61
12	DS	67	62
13	CJ	45	61
14	ES	62	56
15	BRD	66	53
16	AIWA	67	62
17	DA	71	60
18	FKW	63	64
19	CDT	54	53
20	BB	67	61
21	RRPM	55	50
22	AGS	61	52
23	OLK	61	58
24	FRNA	58	54
25	FD	57	54
26	AL	32	46
27	FMM	62	55
28	JCS	26	38
29	FI	70	61
30	IKP	67	60
31	PST	67	60
32	JY	66	60
33	WPL	65	60
34	AM	61	44
35	MT	62	46
36	GM	61	63
37	NLM	61	49
38	MM	69	58
39	D	70	51

No	Initial	Result	
		STAD	Students' Motivation
TOTAL		2378	2185

Based on the table above, it shows the total student scores based on the results of the questionnaire distributed and filled in by 39 students with a total of 19 items for the STAD questionnaire and 20 items for the Students' Motivation questionnaire. Hence researcher used SPSS to analyze data based on a tabulation table of student questionnaire results using a simple linear regression formula.

$$Y = \alpha + \beta X$$

If the sig value  $< 0.05$  then, there is an influence of variable X on Y. If the value of  $t_{\text{count}} > t_{\text{table}}$  then, there is an influence of the value of Variable X on Y

**Table 6**  
**Simple Linear Regression Test Results**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.921	5.307		5.638	.000
	STAD	.428	.086	.633	4.977	.000

a. Dependent Variable: Y1

$$Y = 29,921 (\alpha) + 0,428 (\beta) (x)$$

From the equation above, it shows that STAD is constant, then student motivation is 29.921 ( $\alpha$ ) and the regression direction coefficient  $\beta(x) = 0.428$  and is positive, which means that if STAD increases by one unit it will experience an increase of 0.428.

## 2. Hypothesis Testing

Based on the table of simple linear regression test results, the significant value can be seen as  $0.000 < 0.05$ , which means STAD has a significant effect on students' motivation. To determine the hypothesis, the criteria that need to be considered are if  $t_{\text{count}} > t_{\text{table}}$  then  $H_a$  is accepted and  $H_o$  is rejected. If  $t_{\text{count}} < t_{\text{table}}$ , then  $H_a$  is rejected and  $H_o$  is accepted.

**Table 7**  
**Table of Coefficient of Determination Results**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633 <sup>a</sup>	.401	.385	5.06763

a. Predictors: (Constant), STAD

b. Dependent Variable: Y1

Based on the existing table, because the  $t_{\text{count}} > t_{\text{table}}$  value, namely  $4.977 > 1.687$ , there is an influence of the value of It can be concluded that the Rsquare value of 0.401 means that STAD influences student motivation by 40.1% and the rest is influenced by other variables or factors that were not examined

Based on the results that have been tested statistically using SPSS, it shows that the learning strategy to increase student motivation that is applied in classes XA and XB is the STAD type cooperative learning strategy. From the results of data analysis and hypothesis testing of the independent variable (STAD Type Learning) on the dependent variable (Students' Motivations), there is significance between the two variables studied.

Based on the results of the STAD and Student's Motivations questionnaires, there is a significance of  $0.000 < 0.05$ , which means STAD has a significant effect. From the results of the hypothesis test, it shows that  $t_{\text{count}} >$

$t_{table}$  ( $4.977 > 1.687$ ), so the  $R_{square}$  value is known to be 0.401. When learning takes place using a group learning strategy, students are very enthusiastic because they can learn together, thereby creating a balanced collaboration between students with higher abilities and students with slightly lower abilities. This shows that the strategy used by the teacher is successful in making students more enthusiastic in participating in the learning process because of the motivation of students' self-confidence who want to succeed in participating in each learning process, so the teacher provides motivation according to the students' needs. Thus, this research shows that  $H_a$  is accepted and  $H_o$  is rejected. This finding is supported by Nazari, A et al (2021) learning by applying the STAD type cooperative learning model provides a better contribution to English reading learning outcomes and learning motivation compared to applying the learning model currently used by teachers

### **3.2. Result Of Interview**

The interview questions as many as 3 items for students and 11 items for teacher.

#### **3.2.1. Result Interview From Students**

1. Questions : How enthusiastic are you in taking lessons?

Answer :

Student 1: Yes, even though I don't really understand English lessons, I am always enthusiastic about learning because I think English learning is fun, the teacher also provides the material with enthusiasm. So, the students in the class will definitely feel comfortable

Student 2: When studying in class, my enthusiasm for studying in class depends on how the teacher teaches us. I like the way Mrs. Tirsa teaches us because the assignments given are practical

Student 3: Actually, when learning English, I feel like I don't understand enough, so I'm not enthusiastic about taking English lessons

Student 4: actually when learning English, I felt less enthusiastic. Honestly, I don't understand English.

Based on the results of the interview in item 1, it can be concluded that students are enthusiastic about participating in English learning because the way the teacher teaches in the classroom or the methods used can be understood by the students. However, there are also students who lack enthusiasm which is caused by a lack of knowledge in understanding English language learning which is difficult to understand.

2. Question : How would you respond if the teacher gave you a form of attention to motivate you to study?

Answer :

Student 1: of course I am very happy if the teacher provides motivation or attention when studying. Because one of these motivations can make me more enthusiastic and serious in the learning process.

Student 2: I will feel happy when I am given motivation because it can increase our enthusiasm for learning

Student 3: My response to the motivation given by Mrs. Tirsa was good, because it motivated me to study more diligently and be more competitive with my classmates.

Student 4: the response I gave was yes, happy because this motivation can make me enthusiastic about studying.

Based on item 2, it can be concluded that the response given by students to the motivation given by the teacher is very good and students happily accept the motivation given by the teacher because the motivation given really helps students' enthusiasm for learning and makes them serious in the learning process.

3. Question : What form of motivation does the teacher provide during the lesson?

Answer :

Student 1: Teachers usually provide motivation in the form of grades and motivational words for the future. So I am more enthusiastic about taking English lessons. Even though I don't really like learning English, the motivational words given by the

teacher made me more enthusiastic, so I think that I will take the learning seriously so that in the future I can be successful.

Student 2: the form of motivation that is usually given is usually in the form of words of encouragement.

Student 3: like giving questions to compete to do and who gets better grades quickly and that motivates me to study more diligently

Student 4: The motivation usually given by the teacher is usually in the form of grades or words of encouragement.

Based on item 3, it can be concluded that the form of motivation that is often given by teachers to motivate students is in the form of grades and words of encouragement, so that it motivates students to be more active in participating in learning.

### 3.2.2.. Result Interview From Teacher

1. Question : What is meant by motivation according to you?

Answer : It is like, a drive that exists within every individual, consciously or unconsciously, it exists within a person and is to achieve a goal.

2. Question : How do you describe your student's motivation?

Answer : The picture of student motivation varies, but basically they have it. It's just that usually the people around him don't help him to achieve that motivation himself, there are students who are diligent, usually supported by the family environment, school with awareness of motivation and the environment that directs him. so that his inner motivation increases essentially to achieve his goals.

3. Question : What makes you want to motivate students?

Answer : That's the goal of education. So, what's the point of us getting together as an educational institution and then not providing motivation to students? Make mothers want to motivate students, want all students to succeed in achieving their goals in learning. Because the ultimate goal of learning is in accordance with the independent curriculum, namely that they have inner independence with a strong identity.

4. Question : Do you always motivate students to learn during the lesson?

Answer : Not just often, but always. So every lesson is motivating.

5. Question : Do you have any efforts to motivate students to learn?

Answer : Usually, it's the students who start doing the task that are difficult, and I understand children who skip class because they are not directed. Yesterday I had a gathering that was not present, working on the procedure text turned out to be complete and possible but the students were already afraid and had already withdrawn before moving forward. Follow the steps in the procedure text. That way, they are motivated. So providing that motivation with contextual learning can directly motivate them.

6. Question : What efforts does the teacher make to motivate learning? Why is that?

Answer : What teacher do to motivate them, whatever efforts they make. I usually approach through the word. One of them is because there is only one Muslim in class XA. Usually, if you'll excuse me, let's discuss this first. Then I asked, is it not against you? with me. So it inspires them because many of these children come from broken home backgrounds, and many only live with their grandmother. So they need to approach it from that side, so that they are inspired. Because they are called children of broken homes, they are rejected, so it seems as if they are of no use.

Then treat them like students and do not discriminate. So giving appreciation, touch is important for children because there are children who are only cursed at home with words "boti, nakal ngana" these words make them naughty all the time, we want to hope for good children. What if we expect him to be a successful child but we call him such as "nakal ngana, kurangajar ngana" even though he's a naughty child, come in, I'll just pet his back "oh Ronaldo is a good boy, Ronaldo is an extraordinary child, smart". There are no stupid children, you entering this high school means you are extraordinary. So no one is stupid because you just lack effort and lack inner drive. Mistakes are important as vitamins, so the approach is simple words to them

7. Question : How important is learning motivation for students according to you?

Answer : It's very important, because God has put it in every person, but usually the direction is not explored deeper, because this motivation is to achieve the goal. Our goal is that when we want our learning to be

successful, we certainly need strong motivation. so that the goal, every time we meet, we have our own goal, we discuss this material, to have that goal we need motivation. Everywhere motivation is very important.

8. Question : What factors influence students' learning motivation?

Answer : Especially as I said earlier, every learning is not only at school in the family too. Family factors also greatly influence their motivation. In a family where “papanya paminum,minum-minum” these children like a family that is pine, even though it's not pine at all. At least one of the parents has a touch on the children. busy with their own affairs, parents usually forget simple things they forget about their children and need attention. So that influences the environment too. The pre-group is still strong, especially the class. Because they trust their inner friends more than their parents. It becomes an environment because they are in groups, especially if they are from the village there. We can't change people, only remind them. The school environment, so the children here are treated equally, like rich children and poor people, if there are no blocks in this State High School. Therefore we have our own goals.

9. Question : What is the impact when the teacher does not provide motivation to study?

Answer : The impact is that the child will simply not develop. If it is not handled it will continue like that. What are our duties and responsibilities as not only teaching but educating, most importantly, character education is important. Children's characters are formed because of them, every child has extraordinary potential.

10. Question : Are there any difficulties faced by teacher when motivating them to study?

Answer : I think, if we have the intention and these children can be approached well it won't be difficult, because it's difficult if we don't look for it because we won't find them. The difficult thing is if there is no one but it will never appear if we don't look for it because we are still in high school, because we can't just give that person away without handling it. So the difficulty seems difficult if there are no people.

11. Question : What forms of motivation do you usually give to students?

Answer : The first form of motivation is to direct them to raise their self-confidence and motivate them not to hate their parents.

Based on the results of interviews with teachers, it can be concluded that motivation is the drive that exists within a person which forms a sense of self-confidence and is very important and also has an impact, and there are different forms of motivation and factors that influence motivation. student learning both in the school, family and friendship environment, thus creating an influence that can influence student learning motivation.

Based on the results of interviews with teachers and students above, the STAD type learning strategy has an effect on students' learning motivation to increase students' enthusiasm for learning in participating in learning which is supported by the factors that influence it. This is supported by Tran (2019) in his research who said that cooperative learning supports strengthening positive interactions between teachers and students. It is also emphasized that teacher support increases students' abilities, students' self-confidence and interest in learning which indirectly contributes to increasing students' abilities. better student academic achievement.

The results of interviews with teachers and students prove that the STAD type learning strategy has an effect on students' learning motivation, such as the answer given by teacher number 5 ("Usually, it's the students who start doing the task that is difficult, and I understand children who skip class because they were not directed. Yesterday I had a gathering that was not present, working on the procedure text turned out to be complete and possible but the students were already afraid and had already withdrawn before moving forward way, they are motivated. So providing that motivation with contextual learning can directly motivate them") . Based on this, the researcher found that there was an effect, namely improving student learning outcomes and increasing students' self-confidence, as stated by the teacher in answer number 11, ("The first form of motivation is to direct them to raise their self-confidence and motivate them not to hate their parents"). This is the same as what Arianto and Yasin (2023) mean in their research which shows that cooperative learning can increase student motivation and enrich and stimulate the academic environment. Based on previous research conducted, it appears that the results of previous research are similar to those conducted by researcher.

Based on previous research, there are differences with what current researcher are doing, namely the research method and number of respondents, such as research conducted by Saragih and Utami (2020),



shows that there is a significant increase in students' English learning motivation through cooperative learning strategies. This is related to the results of research conducted now and has similarities to the answer given by student 1 in question number 3 ("Teachers usually provide motivation in the form of grades and motivational words for the future. So I am more enthusiastic about taking English Even though I don't really like learning English, the motivational words given by the teacher made me more enthusiastic, so I think that I will take the learning seriously so that in the future I can be successful). Based on the results of students' answers, it can be concluded that STAD type cooperative learning has a strong enough influence to increase student motivation.

Based on the teacher's statement in the answer to question number 1, it says ("It is like, a drive that exists within every individual, consciously or unconsciously, it exists within a person and is to achieve a goal"). This is related to what was conveyed by Brophy (2004), that "Student motivation comes from students' experiences, which is related to their willingness to be involved in lessons and learning activities and their reasons for doing so to achieve goals", the same as what was conveyed by the teacher was that student motivation was equally aimed at achieving a goal.

#### 4. CONCLUSION

Based on the results of the research and discussion, it can be conducted :

1. STAD has a significant influence on student motivation and has an effect on student motivation 40.1%. Based on the results of statistical calculations using SPSS, it can be seen that  $H_a$  or the alternative hypothesis is accepted because there is an influence from STAD on student motivation and  $H_0$  or the null hypothesis is rejected.
2. There are three the influences namely to improve learning outcomes and student enthusiasm for participating in learning as well as increasing students' sense of self-confidence

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