

DEVELOPING STAD MODEL IN VIRTUAL CLASS IN ENGLISH TADRIS ISLAMIC STATE INSTITUTE OF PONTIANAK

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Abstract

Speaking in English is a scary thing for students. This is influenced by psychological effects, namely fear of making mistakes in pronunciation and grammar or using the right words. An unsupportive environment also causes students to be afraid to speak. It is therefore necessary to create a pleasant classroom atmosphere for the learning objectives to succeed. This research uses research and development methods adapted from the development of 4D models that consists of 4 stages, namely define, design, develop, and disseminate. The STAD type learning model used in this study was applied in a virtual classroom using an online learning system to bring the atmosphere of a real classroom into the virtual classroom. In virtual classrooms, students cannot meet face to face with other students so that it will reduce the interaction process and cause individualism. The development of a Cooperative Learning learning model type Student Team Achievement Division (STAD) can help lecturers in teaching English speaking pleasantly in virtual classes. The results of expert team tests and product trials show that the learning model is feasible to develop.

Keywords: stad, virtual class, iain pontianak

Abstrak

Berbicara dalam bahasa Inggris adalah hal yang menakutkan bagi siswa. Hal ini dipengaruhi oleh efek psikologis, yaitu takut melakukan kesalahan dalam pengucapan dan tata bahasa atau menggunakan kata-kata yang tepat. Lingkungan yang tidak mendukung juga menyebabkan siswa takut untuk berbicara. Oleh karena itu perlu diciptakan suasana kelas yang menyenangkan agar tujuan pembelajaran berhasil. Model pembelajaran tipe STAD yang digunakan dalam penelitian ini diterapkan di kelas virtual dengan menggunakan sistem pembelajaran online untuk menghadirkan suasana kelas nyata ke dalam kelas virtual. Di kelas virtual, siswa tidak dapat bertatap muka dengan siswa lain sehingga akan mengurangi proses interaksi dan menimbulkan individualisme. Pengembangan model pembelajaran jenis Cooperative Learning Student Team Achievement Division (STAD) dapat membantu dosen dalam mengajar bahasa Inggris dengan menyenangkan di kelas virtual. Hasil uji tim ahli dan uji coba produk menunjukkan bahwa model pembelajaran layak untuk dikembangkan.

Kata Kunci: stad, virtual class, iain pontianak

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INTRODUCTION

Learning is a psycho-physical activity leading to complete personal development and an effort to master the material of science which is part of the activity towards the formation of a complete personality with the aim of wanting to gain knowledge, skills, and inculcation of values attitudes (Sardiman, 2012). Suardi (2018: 10) mentions two important elements in learning, namely understanding and change in oneself. In the process of learning, a person will experience interactions that can come from within or

outside oneself. With this interaction will cause changes in the individual. The learning process is successful if there is a directed change and in accordance with the norms or values related and embraced by society.

The learning process is inseparable from teaching activities. The requirements for professional teachers include mastering their competencies, understanding and understanding the curriculum and its application and development, and mastering theoretical and practical pedagogics and their development (Tomoredjo in Aris, et al., 2019). Learning and teaching activities will be successful if they meet the criteria including: (1) specifications and qualifications for behavior change as desired as a result of learning; and teaching carried out, (2) the selection of learning approaches that are considered the most appropriate and effective to achieve the goals, (3) the selection and establishment of procedures, methods, and teaching and learning techniques that are considered the most appropriate and effective, and (4) the establishment of norms or success criteria that can be used as a guide to be used as a guide measure in assessing the success of tasks that have been done (Saiful and Aswan, 2010).

Speaking in English is a scary thing for students. Students become nervous when they start saying words in English. This is influenced by psychological effects, namely fear of making mistakes in pronunciation and grammar or using the right words. An unsupportive environment also causes students to be afraid to speak. It is therefore necessary to create a pleasant classroom atmosphere for the learning objectives to succeed.

To make learning fun, learning methods that suit students are needed. The development of technology and conditions at this time demand learning using online systems. Online learning has many advantages, namely learning that is not limited to space and time. Online learning can also save costs, expand the range of learning, increase motivation and require students to be active in learning (Bakia, 2012).

Online learning has advantages, namely materials and instructions in learning can be done and accessed flexibly and can facilitate students who cannot follow the face-to-face learning system (Bakia, et al., 2012). In addition, students who take part in online learning show an increase in grades, activeness in discussions about learning materials and social relationships of students with one another, and reduce the risk of failure in learning (Nguyen, 2015).

According to Sun and Chen (2016), non-face-to-face learning systems or those with distance learning were invented in America in the 1880s. Furthermore, online learning began to develop since the discovery of the *World-Wide Web* (WWW) in 1991. Online learning is a form of learning program using the internet to provide access to the form of learning instruction and facilitate interaction between teachers and students (Bakia, et al., 2012).

Conversely, online learning can make students individual. According to Prawiradilaga, et al. (2013: 6), the independent learning model with pseudo-or virtual interaction makes students become accustomed to communicating remotely with someone who is physically invisible so that they must be given a balance, namely the learning process using team dynamics. The weaknesses of this online learning system can be overcome by developing a learning model that can make students work together.

One of the learning models that can foster teamwork is the *cooperative learning* model of Students Team Achievement Division (STAD). *Cooperative learning* according to Slavin (1995) is a learning model that helps learners to improve academic abilities by forming small groups to discuss together so that learners can help each other achieve goals. *The Students Team Achievement Division* (STAD) is one type of learning model from *Cooperative Learning* that records student achievements so that students will help their teammates to get even higher scores.

The cooperative learning model starts from the idea that someone must have friends when learning (Fiteriani and Suarni, 2016). According to Glomo-Narzoles (2015), Cooperative Learning is used by lecturers to create active learning in the classroom between students which is the core of the learning process itself. The application of cooperative learning can reduce the level of anxiety and fear of students in learning, especially speaking in English (Shabaan and Ghaith). In Cooperative Learning, students are an important component, not only for their group but also for their class (Alijanian, 2012). To support the success of learning using the cooperative learning model, it must meet important components, including:

- (1) there is an understanding that the success of the team depends on the work of team members;
- (2) students have prepared themselves so that communication and discussion can be created in the team; and
- (3) the ability of students to assess their own abilities even though there has been a team assessment (Joni, et al., 2017).

Students Team Achievement (STAD) is one type of cooperative learning to improve academic skills and interaction between students (Slavin, 2011). By using STAD, students consisting of various levels of ability work together to achieve learning goals (Tiantong and Teemuangsai, 2013). Student success in learning depends on the cooperation of all members in the group. In addition to cooperation between students, STAD can also increase lecturer and student interaction, group cooperation, interaction among group members to help each other, and create a conducive learning atmosphere (Jamaludin and Mokhtar, 2018).

STAD can make students achieve their goals and create competition in the classroom. Student academic progress and progress will be displayed every week and the increase in each student's score will be an addition to the group's score. Students will help their group members to get high scores so that they will add to the value of the group. Thus, there will be competition between groups to get the most scores in the class. This competition is not a negative thing, as Singh (2011) mentions that humans are a mixture of cooperation and competition.

The STAD type learning model used in this study was applied in a virtual classroom using an online learning system to bring the atmosphere of a real classroom into the virtual classroom. In virtual classrooms, students cannot meet face to face with other students so that it will reduce the interaction process and cause individualism. Therefore, it is necessary to develop a *Cooperative Learning* learning model of the *Students Team Achievement Division* (STAD) type in virtual classes.

METHOD

This research uses research and development methods adapted from the development of 4D models that have been developed by Thiagarajan (Sugiyono, 2015). This development model consists of 4 stages, namely define, design, develop, and disseminate. In this research, the three steps of research and development methods will be carried out. The fourth step was not carried out due to limited research time.

1. Defining Stage

At this stage, an analysis of the needs in the learning process is carried out, including:

a. Preliminary Analysis

In the initial analysis, researchers looked for problems that became difficult in learning to speak English using online. This analysis is useful for describing and

solving problems as material to determine the initial steps in the development of the learning methods developed.

b. Student Analysis

Student analysis is needed to see student character and ability as consideration for making learning methods.

c. Task Analysis

Task analysis serves to find out the types of tasks that are effective to be given to students after students learn the material. The tasks given are given as a form of learning evaluation.

d. Concept Analysis

Concept analysis is used to determine the content of the material to be applied to the learning method to be developed. In this analysis, learning materials and indicators of learning achievement are described.

e. Learning Objective Analysis

Analysis of learning objectives serves to find out the type of instruction that will be given to learning to speak in English. In addition to the type of instruction, this analysis will also determine the studies to be displayed, the tasks given, and the success rate in online learning.

2. Design Stage

At this stage, researchers design a Cooperative Learning model type Students Team Achievement Division (STAD) used in virtual classes. Researchers create instructional learning goals.

3. Development Stage

At this stage, researchers have produced a product for developing a Cooperative Learning learning model type Students Team Achievement Division (STAD) in the virtual classroom for validation tests. The validation tests include:

a. Expert Validation

This validation aims to validate the content of learning materials speaking in English. The resulting learning model will be assessed by material experts and learning model experts to determine the feasibility of the product. The results of this validation will be used to revise the initial product. After the first draft is validated and revised, a second draft is produced to be tested on students in a limited field test stage.

b. Product Trials

Field trials will be conducted on students who take Speaking courses.

The data collection techniques carried out in this study include:

1) Interview

Interviews were conducted to determine the analysis of difficulties in learning to speak. Interviews were conducted with lecturers teaching the Speaking course.

2) Questionnaire

Data collection using questionnaires aims to determine student character and product validation tests. Questionnaires were distributed to product experts and students.

3) Document Analysis

Document analysis aims to find out the tasks, concepts, and objectives of lectures that have been carried out during lectures.

RESULTS AND DISCUSSION

1. Defining Stage

At this stage, an analysis of the needs in the learning process is carried out, including:

a. Preliminary Analysis

In the initial analysis, researchers looked for problems that became difficult in learning to speak English using online. This analysis is useful for describing and solving problems as material to determine the initial steps in the development of the learning methods developed. This analysis was obtained based on interviews with lecturers teaching Speaking courses about students' difficulties when speaking English. The results of the analysis show the gap between expectations and reality. The greater the gap, the greater the learning needs in the classroom, so that it becomes a top priority to be resolved. However, the needs of minorities cannot be ignored and must be resolved as soon as larger problems are resolved. Based on the results of the interview, the difficulties faced by lecturers when teaching speaking courses are:

- 1) Students are embarrassed to speak English. Shyness in speaking English is because students have been laughed at when they mispronounce words in English.
- 2) Limited vocabulary possessed and mastery of good structure by students.

- 3) The learning climate in the virtual classroom is not supportive. In virtual classes, students can turn off the camera or leave the classroom abruptly due to unsupportive signals.

b. Student Analysis

This activity is carried out by researchers with the intention of identifying student learning needs in a real context so that a priority scale is obtained to choose the right action to overcome problems that may be encountered in the learning process. Based on the results of the questionnaire conducted, it is known that the learning needs of each individual student are different, so it is necessary to find solutions and actions that are relevant to the problems faced. The focus of needs analysis consists of two things; That is the target needs and learning needs. The target needs referred to here are students, while learning needs are learning methods and models that can be applied to students in order to achieve the desired learning goals. The learning needs of each student are different due to changes from within the student himself or derived from the influence of events experienced in the student environment.

The background of the student's home area, social environment, level of English education applied at school are some of the factors that have a strong influence on student ability. In addition to the way of pronunciation of English that is different from the Indonesian or regional language used in everyday life, there is also the presence of accents which are the influence of the language used daily. For example, a person who is used to pronouncing Javanese or Medan will of course have different accents when having conversations in English and follow how their accent is when speaking in their local language.

c. Task Analysis

Task analysis serves to find out the types of tasks that are effective to be given to students after students learn the material. The tasks given are given as a form of learning evaluation. This is done after researchers understand various information about individual students and identify existing gaps. When finding a gap, it is necessary to do a way of learning that can be a solution to the problem. The factors causing the gap and understanding of this problem can be seen after an assessment of students. Some things that can be a solution in overcoming problems in learning are the application of different learning models, changes in the place of learning so

that it is not monotonous in the room, the development of materials and tools for the learning process in the classroom, and so on.

d. Concept Analysis

Concept analysis is used to determine the content of the material to be applied to the learning method to be developed. In this analysis, learning materials and indicators of learning achievement are described. Learning materials provided by lecturers are developed and presented through power points.

e. Learning Objective Analysis

Analysis of learning objectives serves to find out the type of instruction that will be given to learning to speak in English. In addition to the type of instruction, this analysis will also determine the studies to be displayed, the tasks given, and the success rate in online learning. Based on the analysis of instructions given by lecturers in learning, it can be seen that instructions are given without seeing feedback by students.

2. Design Stage

Researchers designed a Cooperative Learning model type Students Team Achievement Division (STAD) used in virtual classes. This design is made based on a needs analysis that has been done before. STAD learning is a cooperative learning model using small groups consisting of various individual students with different levels of ability, so as to achieve the desired learning goals each member collaboratively collaboratively and help understand the material. STAD model learning stimulates students to be more active in expressing opinions, ideas, and ideas in the learning process. Cooperative learning requires each individual in the group to be able to work together, think critically, be motivated, and take responsibility for their group. The design of the Student Team Achievement Division (STAD) type Cooperative Learning model used in the virtual class, namely:

- 1) Lecturers provide material to students about "Description People and Things". The material is given and explained by lecturers via zoom with power point media.
- 2) Lecturers give worksheets to students to discuss through groups. Student groups are determined by lecturers. Each student understands the learning material through group discussions.
- 3) Each student is given an individual assignment and his group members are not allowed to assist him in the completion of the assignment. Lecturers also call

students randomly to make sure all students listen to learning. Students who do not answer when called will get a reduction in grades, while students who can answer will get additional grades.

- 4) Every student who can complete the assignment and answer when the lecturer asks questions will get a grade. Each student's grades are accumulated into group grades.
 - 5) Student groups who get scores less than the minimum score set are given an additional task, namely making video recordings of the material that has been taught.
3. Development Stage
 - a. Expert Validation

After the STAD learning model is designed, researchers provide the design for validation by a team of experts. In the first assessment, the expert team assessed that learning activities were not enough to make students active in classroom learning. In addition, student competitions are still unable to provoke students to be more active in speaking English in class. Based on this assessment, the researcher revises the activities that have been designed. After the revision is complete, the researcher submits the STAD learning model design back to a team of experts for assessment. The expert team considered that the model design was feasible to be tested in the classroom.

- b. Product Trials

When STAD is implemented, it takes a long time in the process of introducing students. Generally, small groups formed in students' daily lives are based on a similarity found, so most students need time to adapt when formed in other groups. After students understand the learning model, students can follow the learning well. The application of this learning model makes students feel less bored and burdened in learning. Based on observations from teaching lecturers, students become more active in group discussions. Virtual classroom learning becomes more real as in face-to-face classroom learning with the use of the Student Team Achievement Division (STAD) type Cooperative Learning learning model.

CONCLUSION

The development of a Cooperative Learning learning model type Student Team Achievement Division (STAD) can help lecturers in teaching English speaking pleasantly

in virtual classes. The results of expert team tests and product trials based on 4D show that the learning model is feasible to develop.

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