

**THE INFLUENCE OF STAD TYPE LEARNING STRATEGY  
TOWARDS STUDENTS' MOTIVATION IN LEARNING  
ENGLISH AT SMA NEGERI 1 PAMONA UTARA**

**UNDERGRADUATE THESIS**

*Presented as Partial Requiriments  
For the Degree of Sarjana Pendidikan  
To the Faculty of Teacher Training an Education  
Swintuwu Maroso University*



**BY:**

**SINDI ADISTIKA TITE**

**92011402112015**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SINTUWU MAROSO UNIVERSITY**

**POSO  
2024**

## **ABSTRAK**

Sindi Adistika Tite. 2024. *Pengaruh Strategy Pembelajaran Tipe STAD terhadap Motivasi Siswa Belajar Bahasa Inggris Di SMA Negeri 1 Pamona Utara*. Dibimbing oleh Ika Paramitha Lantu dan Yuliana Daeng Macora.

*Kata Kunci: Strategy Pembelajaran, STAD, Motivasi Siswa*

Penelitian ini bertujuan untuk mengetahui pengaruh strategi pembelajaran tipe STAD terhadap Motivasi Siswa yang dibuktikan dengan pengujian hipotesis. pada penelitian Ini menggunakan desain survey. Tipe penelitian dalam penelitian ini adalah kuantitatif. Jumlah populasi penelitian sebanyak 225 dan jumlah sampel 59 siswa. Berdasarkan hasil penelitian, ditunjukkan bahwa STAD berpengaruh terhadap motivasi siswa sebesar 40.1%. Hal ini menunjukkan bahwa Hipotesis null Ditolak dan Hipotesis alternative di terima. Sehingga, strategy pembelajaran STAD berpengaruh terhadap motivasi siswa yaitu untuk meningkatkan hasil belajar siswa dan semangat siswa dalam mengikuti pembelajaran, serta meningkatkan rasa percaya diri siswa.

## ABSTRACT



Sindi Adistika Tite. 2024. *The Influence Of STAD Type Learning Strategy Towards Students' Motivation In Learning English At SMA Negeri 1 Pamona Utara*. Supervisor by Ika Paramitha Lantu and Yuliana Daeng Macora.

*Keywords: Learning Strategy, STAD, Student Motivation*

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 as well as increasing students' sense of self-confidence.

## TABLE OF CONTENTS

<b>TITLE PAGE</b>	i
<b>STATEMENT OF ORIGINALITY</b>	ii
<b>APPROVAL PAGE OF BOARD SUPERVISOR</b>	iii
<b>CERTIFICATION PAGE OF BOARD OF EXAMINERS</b>	iv
<b>ABSTRAK</b>	v
<b>ABSTRACT</b>	vi
<b>ACKNOWLEDGEMENTS</b>	vii
<b>TABLE OF CONTENTS</b>	x
<b>LIST OF TABLES</b>	xii
<b>LIST OF FIGURES</b>	xiii
<b>LIST OF APPENDICES</b>	xiv
<b>CHAPTER I. INTRODUCTION</b>	1
A. Background of the Research	1
B. Problem of the Research	3
C. Objective of the Research	3
D. Significances of the Research	3
E. Scope of the Research	4
<b>CHAPTER II. REVIEW OF RELATED LITERATURE</b>	5
A. Conceptual Framework	5
B. Hypothesis	13
C. Operational Definition	13
<b>CHAPTER III. RESEARCH METHOD</b>	15
A. Research Design	15
B. Location and Time	15
C. Population/Sampling of the Research	16
D. Techniques of Data Collection	16
E. Techniques of Data Analysis	21

F. Validity and Reliability	22
<b>CHAPTER IV. FINDINGS AND DISCUSSIONS</b>	<b>23</b>
A. Findings	23
B. Discussions	34
<b>CHAPTER V. CONCLUSIONS AND SUGGESTIONS</b>	<b>38</b>
A. Conclusions	38
B. Suggestions	39
<b>REFERENCES</b>	<b>40</b>
<b>APPENDICES</b>	<b>42</b>

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background**

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 proces 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. From the background explained above, the researcher is interested in conducting research entitled **"The Influence of Cooperative Learning Strategies on Student Motivation in Learning English at SMA Negeri 1 Pamona Utara"**

## **B. Problems of the Research**

Based on the background above, the researcher will discuss:

1. Is there any influence of cooperative learning strategy type STAD toward's student's motivation ?
2. What are the influence of cooperative learning strategy type STAD towards Student's Motivation in learning English at SMA Negeri 1 Pamona Utara?

## **C. Objectives of the Research**

1. To find out whether the use of STAD cooperative learning strategies can influence student motivation.
2. To find out the influences of cooperative learning strategytype STAD towards students' motivation in learning English at SMA Negeri 1 Pamona Utara.

## **D. Significances of Research**

The expected benefits for this research are as follows:

1. For schools, the research results obtained can be used as a reference as a learning model in the classroom.
2. For teachers, as information material, especially for English subject teachers to see what effect cooperative learning has on student motivation.
3. For students, it can increase student motivation through cooperative learning



### **E. Scope of The Research**

In this study, the researcher focused on identifying the influence of STAD (Student Teams-Achievement Divisions) type learning strategies on student motivation and what influence the application of these learning strategies has in learning English. The research subjects were all 10th grade students at SMA Negeri 1 Pamona Utara. This research was based on theory of Z Mahmudah (2018) about “The Influence of STAD type Cooperative Learning Model on Students’ Learning Motivation” and used survey research methods using questionnaires and interviews using interview sheets, collecting data about the influence of STAD type learning strategies on student motivation.

## REFERENCES

- Arianto, F., & Yasin, F. (2023). The Impacts of Cooperative Learning on Suburban Students' Learning Motivation. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(2), 987-998.
- Bećirović, S., Dubravac, V., & Brdarević-Čeljo, A. (2022). Cooperative learning as a pathway to strengthening motivation and improving achievement in an EFL classroom. *Sage Open*, 12(1), 21582440221078016.
- Brophy, Jere. (2004). *Motivating Students to Learn*. New Jersey. London: Lawrence Erlbaum Associates
- Frith, C. (2001). *Motivation to learn*. Saskatchewan: University of Saskatchewan.
- Ht Ika Sri Widimulya. (2018). Penerapan model pembelajaran kooperatif tipe STAD (Student Team achievement Division) pada materi virus kelas xman2aceh barat. [IKA SRI WIDIMULYA HT.pdf](#)
- Ibrahim, M., dkk. (2000). *Pembelajaran Kooperatif*. Surabaya : University Proses Press, UNESA
- Mahmudah, Z. (2018). Pengaruh Model Pembelajaran Kooperatif Tipe STAD Terhadap Motivasi Belajar Siswa Pada Pembelajaran IPA Kelas V di SDN 08 Kota Bengkulu (Doctoral dissertation, IAIN Bengkulu).
- MELLATI, M (2019). Pengaruh penggunaan model pembelajaran kooperatif tipe student team achievement division (STAD) terhadap hasil belajar mata pelajaran Pendidikan agama islam SMK Daarul 'Ulya metro' tahun pelajaran 2018/2019.

- Nazari, A., Tabatabaei, O., & Heidari Shahreza, M. A. (2021). Impact of STAD model of cooperative learning on Iranian EFL learners' critical thinking and motivation. *International Journal of Foreign Language Teaching and Research*, 9(38), 191-203.
- Putnam, J. W. (2008). Cooperative learning for inclusion. In *Psychology for inclusive education* (pp. 93-107). Routledge.
- SAMSIDAR (2019) Upaya Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Materi Membaca Cerita Dengan Menggunakan Strategi SQ3R (Survey, Question, Read, Recite, Review) Pada Siswa Kelas V SD Negeri 106833 Desa Wonosari Kecamatan Tanjung Morawa Kabupaten Deli Serdang
- Saragih, M., & Utami, R. (2020). Improving Students' Motivation in Learning English Through Cooperative Learning Strategy by Using Media. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 9(1), 21-26.
- Slavin. 1995. Cooperative Learning Tipe Teams Games Tournament (T-G-T).(Online). Tersedia :<http://home.capecod.net/tedsarticles/Motivation.html>. (20 Oktober 2008)
- Sugiyono. (2013). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: ALFABETA
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: ALFABETA
- Tukiran Taniredja. (2013). *Model-Model Pembelajaran Inovatif dan Efektif*. Bandung: Alfabeta.
- Tran, V. D. (2019). Does Cooperative Learning Increase Students' Motivation in Learning?. *International Journal of Higher Education*, 8(5), 12-20.