THE USE OF STAD LEARNING MODEL IN TEACHING QUESTION TAG AT THE EIGHTH YEAR STUDENTS OF SMP PMDS PUTRI PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fullfillment of Requirement for S.Pd Degree in English Education

By:
ASRIANI
Reg. Num. 09.16.3.0189

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDENTS (STAIN) PALOPO 2014

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Palopo, January 28th2014

The researcher

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ABSTRACT

Asriani,2014. "The Use of STAD Learning Model in Teaching Question Tag at the Eighth Year Students of SMP PMDS Putri Palopo". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultant I, Wahibah, S.Ag.,M.Hum and Consultant II, Muh. Irfan Hasanuddin, S.Ag.,M.A.

Keywords : Use, STAD Learning Model, Teaching, Question Tag, SMP PMDS Putri

This thesis studies on the use STAD learning model in teaching question tag. The researcher questions are: (1) Is the use of STAD learning model effective in increasing the students' question tag ability at the eighth year students of SMP PMDS Putri Palopo? (2) How is the students' response toward the use of STAD learning model in teaching question tag at the eighth year students of SMP PMDS Putri Palopo?

The objective of the research are: (1) To find out whether the STAD learning model is effective or not in increasing the students' question tag ability at the eighth year of SMP PMDS Putri Palopo. (2) To find out the students' response toward the use of STAD learning model in teaching question tag.

This researcher conducted at the eighth year students of SMP PMDS Putri Palopo. The numbers of population were the eighth year students of SMP PMDS Putri Palopo. The researcher took samples using the random sampling technique. This researcher applied experimental research with of pre-test and post-test design. The researcher used question tag and questionnaire as instruments for the data collection.

STAD learning model is effective to increase the students' ability in using question tag at the eighth year students of SMP PMDS Putri Palopo.It is proved by calculating the difference of both tests (pre –test and post-test), by using test analysis were the results of t-test value was 13, 131 and t- table value was 2, 779 or value of t-test > value of t-table 13, 131 > 2,779. It means that there is significance difference between the students ability in using question tag at the eighth year students of SMP PMDS Putri Palopo before applying STAD learning model.

CHAPTER I

INTRODUCTION

A. Background

In solving grammatical problem of English, many efforts are needed to create the interesting situation of the learning and teaching process. This situation can be created by creative teaching. According to Balkcom, one of the learning models can effectively increase the question tag ability of the students is cooperative learning model. Cooperative Learning is a teaching strategy in which small teams, each team consists of students with different levels of ability, use a variety of learning activities to improve their understanding of a subject.[1] Another, Teed at. al., said that the students who learn together have better critical-thinking skills than the other students who are taught in traditional lecture classes.[2] Thus, the creativity of teaching that made by teacher will produce the optimal English achievement for the learners.

Furthermore, Duzzy found that CL (cooperative learning) is not only to improve her students' literacy but, as the term suggests, CL also enhances both her

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[1] Stephen Balkcom. *Cooperative Learning*. http://www2.ed.gov/pubs/OR/ConsumerGuides /cooplear.html. (June 1992)

[2] Rebecca Teed at. al., *Cooperative Learning.* http://serc.carleton.edu/introgeo/cooperative/ index.html. Accessed on November 22nd, 2013 at 03.15 p.m

students' social and academic skills as well.[3] Then, Colorado said that CL (Cooperative Learning) can be a good way to promote peer interaction, which helps the development of language and the learning of concepts and content.[4] In addition, Yahya present a model of a cooperative learning lesson that allows all levels of ELL learners from preproduction to intermediate level to tackle tasks that are appropriate to their language proficiency skills and also that allows each student to take an important part in doing the group's assigned tasks since without each student's expertise, the group's task is incomplete.[5] However, Bartsch said that there are three disadvantages of cooperative learning. First, CL can create a conflict between individuals, and it can diminish or stall a group's ability to work together, which raises a significant problem when group members are too young to have fully formed conflict resolution skills. Second, all group members receive the same grade or credit regardless of how much they contributed in finishing the project. Third, it is impossible for the teacher to monitor each group, which can result in off-topic

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[3]Rachel Duzzy. *Cooperative Learning in English Lesson-It Really Works!*. http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0. Accessed on November 22nd, 2013 at 03.17 p.m

[4]Colorin Colorado. *Cooperative Learning Strategies*. http://www.colorincolorado.org/artic le/14340/ . Accessed on November 22nd, 2013 at 03.21 p.m

[5]Noorchaya Yahya & Kathleen Huie. *Reaching English Language Learners through Cooperative Learning*. http://iteslj.org/Lessons/Yahya-Cooperative.html. Accessed on November 22nd, 2013 at 03.25 p.m

chatter. Thus, it means CL has both advantages and disadvantages for the students and also for the teacher. [6]

In cooperative learning, the students learn in heterogenic small group (4-5 members) and they are grouped with different ability level. So, in a group there are students that have low, middle and high capability. In finishing task, the members cooperate and help one another for understanding the learning materials.

The researcher emphasizes research on one sub skills namely Grammar. Grammar is the study about grammatical structure in English such as how to form phrase, how to form sentence, etc. In relation with grammar, there is a kind of sentence structure which is question tag. A question tag summary for English grammar. There are several forms of question tag: positive sentences, negative sentences, auxiliary verb, modal auxiliary verb, compound sentences. It is very important to be learned by student in Learning English.

Based on the previous survey that the researcher has conducted at the eighth year students of SMP PMDS Putri Palopo in using question tag. Even though they have already study about question tag, still there are many students cannot distinguishing, still confused about question tag used.

As for the question tag is important in students understand and can improve students language skills because when chatting with someone, we must explained

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[6]Christine Bartsch. *Three Adventages of Using Cooprative Learning.* http://everydaylife.globalpost.com/three-disadvantages-using-cooperative-learning-6470.html. Accessed on November 22nd, 2013 at 03.20 p.m.

about compound sentences, invitation sentences and emphazise about something. So that the students can distinguishing, and not confused about question tag used.

One of the techniques that can be used to improve student ability in learning question tag is using Student Team Achievement Division (STAD) Learning Model. In the past decade, education experts to develop learning model and successfully encourage students' interest in cooperation is applied in the classroom.

Type cooperative learning STAD adapted by Robert Slavin and friends at John Hopkin University role active learning involving students to work collaboratively to achieve goals in learning.[7]

STAD learning model is very effectively in English learning process, because it can be made interactive situation in our class. So, the students can improve their ability in English language, especially for improving their grammar in learning question tag.

The superiorities of cooperative learning model motivate the researcher for proving the use of it in teaching question tag in a research entitled "*The Use of STAD Learning Model in Teaching Question Tag at the eighth year of SMP PMDS Putri Palopo*".

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[7]Sri Zulhartati. *Pembelajaran kooperatif model STAD pada mata pelajaran IPS*. Http://www. Google.com/metode pembelajaran STAD.html. Accessed on December 24th 2013

B. Problem Statements

Based on the background above, the researcher would like to formulate the following research questions are follows:

1. Is the use of *STAD* learning model effective in increasing the students' question tag ability at the eighth year of SMP PMDS Putri Palopo?

2. How is the students' response toward the use of *STAD* learning model in teaching question tag at the eighth year of SMP PMDS Putri Palopo?

C. Objectives of the Research

Based on the problem statement, the researcher would like to express the objective of this research are:

1. To find out whether the *STAD* learning model is effective or not in increasing the students' question tag ability at the eighth year of SMP PMDS Putri Palopo.

2. To find out the students' response toward the use of *STAD* learning model in teaching question tag.

D. Significances of the Research

Theoretically, the findings of this research are expected to be used as input in improving the English teaching. Hopefully, the findings gave new insight in teaching of grammar skill. Practically, this research is expected to give contribution for the eighth year students at SMP PMDS Putri Palopo in increasing their question tag

ability. Then, it was also add the researchers' experience in teaching English grammar automatically.

E. Scope of the Research

This research intends to present about grammar, especially the grammar which are used by the students of SMP PMDS Putri Palopo. The researcher used question tag in this research because it was very essential to get the messages of grammar material. The researcher selected kinds of question in the form of positive sentences, negative sentences, pronoun subject and confirmation statement to need answer. Furthermore, in this research the researcher limited the learning method namely STAD type of cooperative learning method.

F. Definition of terms

1. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others learning.

2. Question tag is a short question which is appended to a statement when the speaker seeks confirmation of his or her students.

3. STAD learning model is a type of cooperative learning that more simple. Students are placed in small group. The class in its entirety is presented with a lesson and the students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encourage to work together to improve the overall performance of the group.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous of Related Literature

Many researchers report the identification of the students' attitude and interest in learning English. Furthemore, there are also many researchers reposrt and expose researches about about how to create more effective teaching and learning process, especially in teaching grammar. Here are some of them:

1. Ernawati, *"Improving Students' Grammar Achievement through Situational Language Teaching Method at the Seventh Year of SMP Negeri 8 Palopo";* a thesis of English department state collage for Islamic studies. Then, in her research, she wanted to find out the effectiveness of situational Language Teaching (SLT) Method in improving students' grammar achievement. The writer used experimental method.[8]

2. Fahri Ali, *"The Effectiveness of Cooperative Learning in Reading Comprehension (the experimental study at the eleventh class students of SMA PMDS Putri Palopo).* The writer used experimental method. In his research, he wanted to find out whether the cooperative learning is effective or not to increase the students' ability in reading comprehension skill.[9]

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[8]Ernawati, *Improving Students' Grammar Achievement through Situational Language Teaching (SLT) at the Seventh Year SMPN 8 Palopo (STAIN: Palopo, 2009),* p. 36.

[9]Fahri Ali. *The Effectiveness of Cooperative Learning in Reading Comprehension (The Experimental Study at the Eleventh Class Students of SMA PMDS Palopo),* (Palopo: Stain,2010).

3. Hidayat, "*The Effectiveness of Student Teams Achievement Divisions (STAD) Method to Teach Reading Viewed from Students Motivation (an experimental study in the first year students of SMK 1 Kota Bima NTB in Academic Year 2008/2009)"*. The subject of research is the first year students. The samples are 1Ak1 students for an experimental group. In collecting data, the researcher used questionnaire to know the students' motivation and reading test to know their competence in reading. The research findings are STAD is more effective than conventional method for teaching reading, the students having high motivation have better reading competence than students having low and there is an interaction effect between methods and students' motivation for teaching reading.[10]

The relationship between those researches above with this research is talking about methods in teaching English. However, in this reserch the writer focused on using STAD learning model in increasing the students' ablily in English grammar, especially about question tag.

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[10]Hidayat. *The Effectiveness of Student Teams Achievement Divisions (STAD) Method to Teach Reading Viewed from Students Motivation (an experimental study in the first year students of SMK 1 Kota Bima NTB).* (NTB: Sebelas Maret University,2009). P.79

B. General Concept of Grammar

   1. Definition of Grammar

     The study of structural relationship in language or in a language, sometimes including pronounciation, meaning and linguistic history.[11]While in Oxford Dictionary, grammar is rules for forming words and making sentences.[12]

     Based on the some definitions of grammar above, the researcher can make conclusion that grammar is the study about grammatical structure in English such as consist form of rules how to arrange and organize a word or more to make correct sentences.

   2. The Importance of Learning English Grammar

     Grammar is central to the teaching and learning of language. It is also one of the more difficult aspects of language to teach well. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then driling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

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[11]http://thefreedictionary.com/.../dict.aspx?rd=1&word=grammar.html. Accessed on December 24th2013

[12]Martin Manser, *Oxford Learners dictionary,* (New Edition ; New York : Oxford University Press, 2005).p.187

English grammar is the system of combining words into phrases, clauses, sentences, paragraphs in English. When the students are not able to learn the English grammar they may fail to express ideas, thought and feelings in this language.

To speak in a clearer and more effective manner we study grammar. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but the ones who wish to communicate in an artful manner and well, will seek greater depth of understanding and proficiency that the study of grammar provides.

Many people think of grammar as a rather boring subject which has little use in real life. There are many definitions of grammar and there is no universally accepted definition of it. Different experts define the term grammar differently. Grammar is a fundamental in teaching learning English. Grammar has no place in a young learner classroom, the teacher must try to choose the way to make students' interest in teaching learning English. The first thing in our mind when we study about grammar is something about the lists of tables and rules found in English book. In here there are some of definition of grammar. The word grammar has been used so far to an aspect of how a language, in this case English, is conventionally used, for instance to the structure or system of a particular language.[13]

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[13]Ningsih Sunarti. *Improving Students' Understanding on Question Tag through Matching Game*. (Semarang: Education walisongo state institute for Islamic Studies,20011).p.9

3. Methods of Teaching Grammar

a. Grammar Translation Method (GTM)

Grammar Translation Method is a traditional method which was used for teaching classical languages like Latin and Greek. Back in the 17th, 18th and 19th centuries in the Western world foreign language teaching and learning was associated with the learning of Latin and Greek. The focus was given on rote memorization of grammar rules and vocabulary, learning syntactic structures and also translation of literary texts. As cited in Larsen-Freeman, Chastain points out that once this method was called Classical Method since it was used to teach classical languages. Then, in the late nineteenth century, the method came to be known as the Grammar Translation Method. "Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and tasks into and out of the target language". This method considers learning the grammatical rules, memorizing vocabularies and translation of texts as primary goals for learning without focusing on the learners' communicative skills. This leads to the idea that the method teaches students about the target language but does not teach how to use the language.

b. Audio Lingual Method (ALM)

The Audio Lingual Method was first introduced with the name Army method when the American soldiers started learning the language of their partners and

enemies with a limited set of language items in order to perform certain oral functions. These were done through memorization of set phrases, repetitive drills, learning contextual vocabularies without any grammatical explanations. Later in 1950s, the method came to be known as the Audio Lingual Method. The method is an oral-based approach having a strong theoretical base in linguistics and psychology. According to Richards and Rogers, "It was the incorporation of the linguistics principles of the aural-oral approach with state-of-the-art psychological learning theory in the mid 1950s that led to the method that came to be known as Audiolingualism". Sometimes, the method is also reffered as Michigan Method as it was Charles Fries of the University of Michigan and his collegues who rejected approaches like: Direct method in which learners are immersed into the language, use it and absorb its grammatical patterns gradually and then applied principles from structural linguistics in order to develop the Audio lingual method. In ALM, speech is viewed as more basic criteria than the written form and that is why it intends to teach the language and not only the rules of the language.

c. Communicative Language Teaching (CLT)

"Experience is the best of all schools", having this notion as base, Communicative Language Teaching or CLT was introduced. Emphasizing on the functional and communicative prospective of language, it was British Applied linguists who focused on the communicative competence rather than structural competence. Finally, it was they and its government who accepted the new approach

and made it prominent both nationally and internationally which came to be known as Communicative Language Teaching (CLT); a combination of grammatical and functional teaching. Towards the goal of enabling the students communicatively competent, the method aims to develop procedures for the teaching and learning of all the four language skills. It was Krashen and other second language acquisition theorists who believe that language learning occurs through communicative use of language rather than through practicing language skills. And it is CLT that focused on practical language usage rather than only practicing language skills. This method is therefore learning by doing or the experience approach and thus can also be reffered to as learner-centered and experience-based view of second language teaching.[14]

C. The Concept of Cooperative Learning

1. Learning

Learning is a acquiring or getting of knowledge of a subject or skill by study, experience or instruction. Oddly, an educational psychologist would define learning even more succintly as a change in an individual caused by experience.[15]

In Wikipedia (online encyclopedia) is explained some types of learning. They are simple non-associate learning (habituation and sensitizations), associate learning

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[14]Carmel Gomes. *Creative Grammar Teaching: Reviewing Some Established English Language Teaching (ELT) Methods*. (BRAC University,2011).p.7

[15]Brown. *Principle of Language Learning in Teaching*. (New Jersey,1987).p.7

(classical conditioning), imprinting observational learning, play, enculturation, multimedia learning, E-learning and augmented learning, rote learning, informal learning, formal learning, non-formal learning, non-formal learning and combined approaches, tangential learning and dialogic learning.[16]

From some statements about learning the researcher states that learning can be defined as a process conducted by an individual to acquire new behavior changes as a whole as a result of the individual's own experience in interacting with their environment.

2. Cooperative Learning

Cooperative Learning is an approach to organizing classroom activities into academic and social Learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group succeeds.[17]

Cooperative learning is about supported by recent research inspired by process-oriented models of second language acquisition. This research has focused on the question: what patterns of classroom organization and types of classroom tasks are most beneficial for language acquisition? It has been argued that those tasks in which

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[16]Anonim. *Learning*, Wikipedia the free Encyclopedia, http://en.wikipedia.org/wiki/Lear_ning. (Desember 25th 2013)

[17]Anonim. *Cooperative Learning*. Wikipedia the free Encyclopedia, http://en.wikipedia.org/wiki/ cooperative Learning, (December 25th 2013)

learners are required to negotiate meaning among them in the course of completing an interactive task are particularly suited to language development.[18]

From here, the researcher can state that cooperative Learning is a Learning model by grouping students which pay attention the background variances and working together among students.

3. Types of Cooperative Learning

Model of teacher learning needs to be understood in order to carry out effective learning in improving learning outcomes. In its application to the learning model must be carried out in accordance with the needs of students for each learning model has a purpose, principle, and the main pressure different.

Learning model is a complete set of component of the strategy, which is complete with all the parts of the method are described in detail. Alternatively, a complete model of learning is a set of components that strategy can give better results under certain conditions.

Thus, the researcher conclude that the learning model is a conceptual framework that described a systematic procedure in organizing learning experiences to achieve the learning objectives.

In cooperative learning, there are several variations of the model that can be applied, which include:

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[18]David Nunan, *Collaborative Language Learning and Teaching*, (Cambridge, 1992). p. 4.

a. Team Game Tournament (TGT)

Teach Game Tournament is one of the effective evaluating procedures of Cooperative Learning. It requires home group or base groups that consistently function in the class for a period of time.

The basic process of TGT are:

1.to cooperatively complete

2. to revise a unit or substantial portion of content, generally before a written test

3. motivate those with test-fear to be at ease.

4. to learn and to reinforce what is learned.

The teacher prepares the following items:

1. A list of teams, generally made of three members, each from a different home group.

2. A set of question and answer sheets for each team.

3. A set of number cards corresponding to the number of questions.

4. A score sheet for each team

The TGT procedures are as follows:

1. Looking at the team list, members form teams and sit together

2. A material-manager from each team picks up the materials for the team

3. Write the names of team members and home group names on the score sheets

4. Decide on the direction of the game, clockwise or anticlockwise

5. Number cards are shuffled and members pick up cards. The one with the highest number is to begin the game.

6. Number cards are put back and shuffled again

7. The first person begins the game by picking a card. He/she reads the correspond question from the question paper

8. he/she will answer the question while others listen. If correct, the person gets to keep the card. If wrong, any member may challenge and answer it, then that person gets to keep the cards. If nobody knows the answer, the answer sheet is checked for the right answer. Then must verify the answer from the answer sheet, just to be sure.

9. The game will go on in this manner, with one person getting one turn at a time

10. The game is more fun when it is crisp and fast

11. When all the cards are won, points are counted and written in the score sheet under round 1

12. If time remains, subsequent round may be played, during each subsequent round, the items are reinforced and the game goes faster too.

13. When an alloted time is complete, the teacher stops the game. Material managers bring the tabulated score sheets to the teacher.

14. the teacher writes the scores on the board for each home group and totals the score

15. The team with high score are adjusted the winners. All are winners really, as all would have learned something

b. Team Assissted Individualization (TAI)

Team Assissted Individualization combines the usebof cooperative teams with individualized instruction in elementary mathematics. Students work in four to five member teams on self instructional materials at their own levels and rates. Students themselves take responsibility for all checking, management and routing and help one another with problems, freeing the teacher to spend more time instructing small groups of students working on similar concept. Teams are rewarded with certificates if they attain pretest standards in terms of the number of units mastered by all team members each week.

Two studies have assessed the effect of TAI on intergroup relations. Oishi, Slavin and Madden found positive effects of TAI on cross racial nominations on two sociometric scales, "who are your friends in this class? And "who would you rather not sit at a table with? No effects were found on cross racial ratings classmates as nice or smart but TAI students made significantly fewer cross racial ratings as not nice and not smart than did control students. In a similar study, Oishi found significantly positive effects of Tai on cross racial ratings as smart and on reductions in ratings as not nice. The effect on smart ratings was due primarily to increases in White students' ratings of African American classmates.

c. Cooperative integrated Reading and Composition (CIRC)

CIRC is a reading and writing program for students in grades 2-6. It has three principal elements: story related activities, direct instruction in reading comprehension and integrated language arts/writing. Daily lessons provide students with an opportunity to practice comprehension and reading skills in pairs and small groups. Pairs of students read to each other; predict how stories will end; summarize stories; write responses to questions posed by the teacher; and practice spelling, decoding, and vocabulary. Within cooperative teams of four; students work to understand the main idea of a story and work through the writing activities linked to the story. A Spanish version of the program is available for grades 2-5.

d. Jigsaw

Measures (syntax) learning, namely:

1. The teacher divides students into groups (for example, each group of four).

2. Each student in the group was given a different material substance (group home).

3. Each student in the group to read and study the assigned material.

4. Members of different groups who have studied the same material to meet the new group (group of experts) to discuss parts of the same material.

5. After completion of discussion in expert groups, each student returned to the group home. Next, they take turns teaching a group of friends on the material he has

learned / discussed in the expert group .Meanwhile, the other group members listen intently, and then make a summary.

6. Each group presented the results of their discussion.

7. Teachers and students make inferences.

8. The teacher gives an evaluation.

9. Conclusion.[19]

4. Characteristic of Cooperative Learning

Cooperative Learning model unlike merely learn in group. There are the base elements of cooperative Learning that distinguish from group distribution which done perfunctorily cooperative Learning model procedure execution truly will managed class effectively.

These activities do not occur during true cooperative learning has five elements that prevent such problems:

a. Positive interdependence

The task must be structured so that members of the group sink or swim together; one member cannot succeed at the expense of others.

b. Face to face Interaction

This exists when students assist and support one another's efforts to learn. This occurs as students actively teach one another to solve problems and understand concepts.

[19]Robert E Slavin. *Cooperative Learning Theory,Riset dan Praktik*. (Bandung: Nusa Media).p.163

c. Individual Accountability

This prevents a member from getting free ride on the work of others and prevents low quality of work being accepted from an individual by peers in the group.

d. Social skills

Groups improve as members learn to contribute positively, acquire trust and manage conflict. These skills are not innate; they must be learned by the teacher and taught to the students.

e. Group processing

Processing time is usually the most neglected aspect of classroom teaching. In an effort to "cover the material" we forget that our objective is students' learning, not just presenting material. Processing is essential to insure understanding.[20]

To full fill the five of elements must be needed process that involves intention and effort of group members. The student should have the intention to cooperative with another within group learning activity that mutual will beneficial. Besides intention, the students also must master the interaction tricks and cooperative with another person. One of the manners to develop intention and cooperative among the students in cooperative learning model is class management. There are three important things that should be paid attention in cooperative learning; they are grouping, cooperation spirit and classroom setting.

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[20]http://www.humboldt.edu/celt/tips/cooperative_learning_the_5_basic_elements. Accessed on December 25th 2013

5. Research Supporting Cooperative Learning

Research on cooperative learning demonstrated "overwhelmingly positive" results and confirmed that cooperative modes are cross-curricular. Cooperative Learning requires students to engage in group activities that increase learning and adds other important dimensions. The positive outcomes include: academic gains, improved relations with others, and increased personal and social development.

To be successful, the teams formed must be small, and each person on the team must have a role for which he/she is responsible. There should be two marks: one mark that each team member receives for the quality of the overall group project, and one mark for his/her role participation on the team.

Brady and Tsay report that students who fully participated in feedback and cooperated with their group had a higher likelihood of receiving higher test scores and course grades at the end of the semester. Result from Brady and Tsay's study support the notion that cooperative learning is an active pedagogy that fosters higher academic achievement. Cooperative learning has been found to also increase attendance, time on ask, enjoyment of school and classes, motivation and independence.[21]

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[21]http://www.unoinews.com.mx/*research-supporting -cooperative-learning*.html. Accessed on 25th 2013

D. *The Concept of STAD Learning Model*

1. Definition of STAD Learning Model

Student Team Achievement Division (STAD) is one of type cooperative learning that more simple. Students are placed in learn team consists four people which is a mixture according to their performance level, gender, and ethnicity. Teacher teach a lesson and then students work in teams to ensure that all team members have mastered the lesson.[22]

STAD learning model is a model of cooperative learning with emphasis on group work in the form of small groups of students.[23]

Based on the some definitions of STAD Learning Model above, the researcher can make conclusion that STAD Learning Model is a model of learning which students work together to form small group in which students work together and indecently responsible.

2. Measures STAD Learning Model

a. Teacher divides students into group with members of the heterogeneous (e.g., each group of five).

b. The teacher presents the lesson.

c. The teacher gives a task to be done by the group members of the group

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[22]http//:www.sunortombs.word.press.com/2009/06/15/*pengertian-dan-penerapan-metode-STAD*.html. Accessed on December 24th 2013.

[23] http//:www.*model pembelajaran kooperatif STAD belajar psikologi.com*. Accessed on December 24th 2013.

d. Students who can do the task/problem explained to members of the group so that all members of the group understand

e. The teacher gives a quiz to all students. When answering the quiz, students should not help each other

f. teachers give awards to groups that have value/high point

g. The teacher gives an evaluation

h. Conclusion.[24]

   3. Principles and Characteristics of STAD

      The basic principles of cooperative learning, as follows:

a. Each member of the group (students) is responsible for everything that is done in a group

b. Each member of the group (students show know that all of the group members has similar goals.

c. Each member of the group (students) has split the duties and responsibilities equally among group members.

d. Each member of the group (students) will be evaluated.

e. Each member of the group (students) shares leadership skills and need to learn together during the learning process.

f. Each member of the group (students) will be required to be individually accountable for the material is handled in a cooperative group.

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[24]Anonim. *STAD Learning Model.* http://Endro-dombajantan.blogspot.com/2011/06/learning-model-stad-student-teams.html. Accessed on December 4th 2013

Characteristics of cooperative learning as follows:

a. Students in groups learn cooperatively resolve the matter according to the basic competencies to be achieved

b. The group was formed of students who has different skills, good level of high, medium and low. If possible, group members are from different ethnic or religious and memperhatikan gender equality

c. Award more emphasis on group rather that individual.

4. Advantages and disadvantages of STAD

A learning strategy has advantages and disadvantages. STAD cooperative learning has several advantages, as follows:

a. Developing and using critical thinking and group cooperation.

b. Improving the positive relation among students from different social background.

c. implanting the counseling of team.

d. Building the respect and self-esteem in this process.

In addition, STAD also disadvantages, according to the DEES in Karmawati Yusuf concluded as follows:

a. Require a longer time for the students, so is difficult to achieve the target curriculum

b. Require a longer time for teachers so that teachers generally do not want to use cooperative learning

c. Require special skills of teachers so that all teacher can do cooperative learning.

d. Specific nature of students demands such as the nature of love to work together.[25]

E. Theory of Question Tag

1. Definition of Question Tag

Question Tag is a word or expression used by somebody to give the statement and ask the others which is inviting talking, agree or disagree with its opinion.[26]We make a statement and terminate it with the question so that the hearers give its coherent.[27]

Furthermore, Question tag is short question in final of functioning statement sentence to assure pertinent statement. In general this sentence function to ask is coherent the than hearer about something that not yet so assured speaker or can be told to ask permission of hearer of statement which in saying.[28]

Question tags are an important part of everyday communication and perform many different functions. For example, they can be used to get a conversation started or keep it moving; they can soften an order to do something or they can be a more polite way to request information.

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[25]Suryanullah. *Students-Teams-Achievement-Division-Stad-strategy-in-Teaching.* http://www.google.com/the use of STAD learning model inteaching english.htm. Accessed on January 25th 2014.

[26]Fuad Mas'ud. *Essential of English Grammar*. (Yogyakarta: 2005).

[27]John Surjadi H, S. Koentjoro and Manaf Asmoro Seputro. *English Grammar*. (Surabaya:1986), p. 400.

[28]Rudy Hariyono, *Complete English Grammar*, (Surabaya: Gita media Press), p. 286

2. The Uses of Question Tag

The use of the question tag that if the main clause is negative, the tag is affirmative; if the main clause is affirmative, the tag is negative. Do not change the tense. Use the same subject in the main clause and the tag. The tag must always contain the subject form at the pronoun. The statement containing word such as neither no (adjective) none, no one, nobody, nothing, hardly, ever, seldom, are treated as negative statements and followed by an ordinary interrogative tag.

The basic structure is:[29]

(+) Positive Statement,	(-) negative tag?
Snow is white,	isn't she?
(-) Negative statement	(+) Positive tag?
You don't like me,	Do you?

Form question tag adapted to the verb or auxiliary verb in the statement. If it is a nominal sentences, we use is, am, are, was, or were. However, if a verbal sentence, we use do, does and did.

Besides the question tag are used, adapted to the tenses used in the sentences. Therefore, the addition of the question tag should really attention to tenses sentence its origin.

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[29]Tag Question.http://www.Englishclub.com/grammar/verbs-question tag,Htm. Accessed on December 25th 2013

Look at these examples with positive statements:

Positive statement (+)				Negative tag (-)			notes
Subject	Auxiliary	Main verb		Auxiliary	not	subject	
You	are	coming,		Are	n't	you?	
We	have	finished,		have	n't	we?	
You	do	like	coffee,	do	n't	you?	
You		like	coffee,	do	n't	you?	You (do) like
They	will	help,		wo	n't	they?	Won't= will not
I	can	come,		can	't	I?	
We	must	go,		must	n't	we?	
He	should	try	harder,	should	n't	he?	
You		are	English,	are	n't	you?	
John		was	there,	was	n't	he?	

Look at these examples with negative statements:

Negative statement (-)						Positive tag (+)	
subject	Auxiliary		Main verb			Auxiliary	Personal pronoun (same as subject)
It	is	n't	raining,			is	it?
We	have	never	seen		that,	have	we?
You	do	n't	like		coffee	do	you?

They	will	not	help,			will	they?
They	wo	n't	report		us,	will	they?
I	can	never	do		it right,	can	I?
We	must	n't	tell		her,	must	we?
He	should	n't	drive		so fast,	should	he?
You			are	n't	English,	are	you?
John			was	not	there,	was	he?

There are provisions in question tag to make, as follows:

a. If positif statement, tag used is negative. In this pattern expected answer is "YES".

Example: Julie is a good student, isn't she? Yes, she is.

Bara likes reading a story book, doesn't he? Yes, he does

b. If negative statement, tag used is positive. In this pattern expected answer is "NO".

Example: Your brother isn't a dancer, is he? No, he isn't

Your sister doesn't like doll, does she? No, she doesn't

c. If Its statement there are "auxiliary verbs", tag used is "auxiliary verbs" in the form opposite.

Example: She can stay here, can't she?

They can't write a letter, can they?

Some special cases:

I **am** right, **are**n't I?	Aren't I (not amn't I)
You **have** to go, **do**n't you?	You (do) have to go
I **have been** answering, **have**n't I?	Use first auxiliary

Nothing came in the post, **did** it?	Treat statements with nothing, nobody etc like negative statements
Let's go, shall we?	Let's = let us
He**'d** better do it, **had**n't he?	He had better (no auxiliary)

Question tag used to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of saying "where is the police station?" (Slightly more polite), we could say: "You wouldn't know where the police station is, would you?" here are some more examples:

a.You don't know of any good jobs, do you?

b. You couldn't help me with my homework, could you?

c. You haven't got $ 10 to lend me, have you?

	Imperative + question tag	Notes:
Invitation	Take a seat, won't you?	polite
	Help me, can you?	quite friendly
	Help me, can't you?	quite friendly (some irritation?)
	Close the door, would you?	quite polite
	Does it now, will you?	less polite
	Don't forget, will you?	with negative imperatives only will is possible

3. Intonation

English question tag can have a rising or a falling intonation pattern. Since normal English yes/no questions have rising patterns (e.g. *are you coming?*), these tags make a grammatical statement into a real question:

a. *you're coming, **aren't you**?*

b. *Do listen, **will you**?*

c. *Let's have a beer, **shall we**?*

English question tags are normally stressed on the verb, but the stress is on the pronoun if there is a change of person.

a. **I** don't like peas, do **you**?

b. **I** like **peas**, don't **you**?

The statement itself ends with a falling pattern, and the tag sounds like an echo, strengthening the pattern. Most English question tag have this falling pattern.

a. *He doesn't know what he's doing, **does he**?*

b. *This is really boring, **isn't it**?*

Sometimes the rising tag goes with the positive to positive pattern to create a confrontational effect:

a. *He was the best in the class, **was he**?* (rising: the speaker is challenging this thesis, or perhaps expressing surprised interest)

b. *He was the best in the class, **wasn't he**?* (Falling: the speaker holds this opinion)

c. *Be careful, **will you**?* (Rising: expresses irritation)

d. *Take care, won't* **you**? (Falling: expresses concern)

Sometimes the same words may have different patterns depending on the situation or implication.

a. *You don't remember my name*, ***do you***? (Rising: expresses surprise)

b. *You don't remember my name*, ***do you***? (Falling: expresses amusement or resignation)

c. *Your name's Mary*, ***isn't it***? (Rising: expresses uncertainty)

d. *Your name's Mary*, ***isn't it***? (Falling: expresses confidence)

It is interesting that as an all-purpose tag the London set-phrase innit (for "isn't it") is only used with falling patterns:

a. *He doesn't know what he's doing, innit*?

b. *He was the best in the class, innit*?

On the other hand, the adverbial questions tag (*alright? OK?* etc.) are almost always found with rising patterns. An occasional exception is *surely*.[30]

4. More about Pronouns

There are some way in using pronouns in question tag, they are:

a. We can use the subject there in a tag, for example:

Example: *There's a lot to do, isn't* **there?**

b. After this /that or –thing, we use it.

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[30]Ningsih Sunarti. *Improving Students' Understanding on Question Tag through Matching Game*. (Semarang:Education walisongo state institute for Islamic studies,2011).p.14

Example: *That's right, isn't* **it?** (Not…isn't that?).

Something went wrong, didn't **it**?

c. After these/those or –one/-body, we use they.

Example: *These CDs are cheap, aren't* **they**?

Anybody could just walk in, couldn't **they**?[31]

    5. Balanced and Unbalanced Tags

English tag questions may contain a negation but need not. When there is no special emphasis, the rule of thumb often applies that a positive sentence has a negative tag and vice versa. This form usually seeks confirmation of the questioner's opinion or belief.

a. She ***is*** French, ***isn't*** she?

b. She's ***not*** French, ***is*** she?

These are something called "balanced tag questions". However, it has been estimated that in normal conversation, as many as 40%-50% of tags break this rule. "Unbalanced tag questions" (positive to positive or negative to negative) may be used for ironic or confrontational effects:

a. ***Do*** *listen,* ***will*** *you?*

b. *Oh,* ***I'm*** *lazy,* ***am*** *I?*

c. Jack: *I refuse to spend Sunday at your mother's house!* Jill: *Oh you* ***do,*** *do you? We'll see about that!*

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[31]John Eastwood. *Oxford Learner's Pocket Grammar.* (New York:2008).p. 28.

Patterns of negation can show regional variations. In North East Scotland, for example, positive to positive is used when no special effect is desired: *This pizza's fine, is it?* (Standard English: *This pizza's delicious, isn't it?*)

Note the following variations in the negation when the auxiliary is the *I* form of the copula:

a. England (and America, Australia, etc.): *Clever, aren't I?*

b. Scotland/Northern Ireland: *Clever, amn't I?*

c. Non-standard dialects: *Clever, ain't I?*[32]

F. Theoritical Framework

The theoritical framework in this research was shown in the diagram below:

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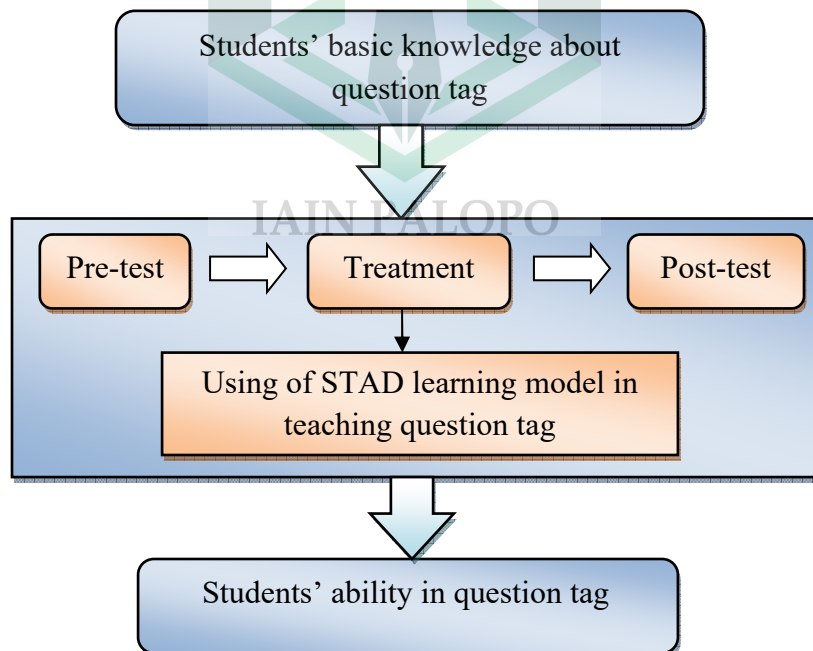
[32]Anonim. *Balance and Unbalanced.* yahoo.com, http://www.yahoo.com/yahoo/balanced and unbalanced. (Desember 26th 2013).

In conducting this research, the researcher focused on using STAD learning model in teaching question tag to the students. The scheme above shows the researcher's procedure in conducting this research. The procedure started with giving pre-test to the students to find out the students' score of their basic knowledge about question tag. There were 20 items in this test and it were in written form. The students have to finish in 15 minutes.

The next procedure was the implementation of using STAD learning model in teaching question tag which is usually called by treatment process. In this procedure, the researcher conducted eight meetings in implementing of using STAD learning model in teaching question tag. In each meeting, the researcher presented different materials.

The last procedure was giving post-test and questionnaire. In this procedure, the researcher used grammar test about question tag. It was used to find out the students' ability in question tag. The test in written form and the students must finish it in 15 minutes. After that, the researcher gave questionnaire to the students. There were 10 statements in questionnaire which must be responded by the students in 7 minutes.

Actually, the researcher's expectation in this research was the use of STAD learning model was effective in increasing the students' ability in question tag and the students had good responses toward the use of STAD learning model in teaching question tag.

G. Hypothesis

H_0 : The use of STAD learning model is not effective in increasing the students' question tag ability at the eighth year students of SMP PMDS Putri Palopo.

H_1 : The use of STAD learning model is effective in increasing the students' question tag ability at the eighth year students of SMP PMDS Putri Palopo.

CHAPTER III

RESEARCH METHOD

A. Method

The research method that applied in this research was an pre-experimental method. It aims at finding out whether the use of STAD learning model is effective or not in increasing the ability of the eighth year students of SMP PMDS Putri Palopo in question tag.

B. Design

This research used pre-experimental research method. So, this research involved one group of students with pre-test and post-test. Design of this research can be described as follows:

$$O_1 \quad X \quad O_2$$

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

C. Variables of the Research

In this research, the researcher determined two categories of variable. They are dependent variable and independent variable. Dependent variable in this research is question tag and the independent variable is STAD learning model.

D. Population and Sample

1. Population

Population was all object of a research. Based on that opinion, the population of this research is the students of SMP PMDS Putri Palopo at the eighth class academic year 2013/2014. The population consists of 115 students in four classes.

2. Sample

Sample is part of population that was representative for all the population. The sample in this research used random sampling technique in four classes at the eighth students of SMP PMDS Putri Palopo. The number of sample is 27 students.

E. Instruments of the Research

In this research, the researcher used grammar test, especially question tag test. It was used in pre-test and post-test. Furthermore, the researcher used questionnaire to get the students' interest toward the use of STAD learning model.

1. Grammar test

Actually, there are many kinds of grammar test. However the researcher used 'fill in the blank' test to find out the students' understanding about question tag. The

number of questions in this test was 20 items. Then, the students had to do the test in 15 minutes.

2. Questionnaire

In finding out the students' interest toward the use of STAD learning model in teaching question tag, the researcher used questionnaire. There were 10 statements in questionnaire and the students had to give their responses toward these statements in 10 minutes.

F. Procedures of Collecting Data

To collect the data, the researcher will use some procedures below:

1. Giving Pre-test

First, the researcher introduced herself and explain about the purpose of this research. Second, the researcher gave pre-test to the students. There were 20 items of the test and it must be finished by the students in 15 minutes. This test was aimed at finding out the students' basic knowledge about question tag.

2. Giving Treatment

The treatment was given for eight meetings by using STAD learning model. At the first until the six meeting, the researcher taught question tag by using STAD learning model in each meeting. However, the learning materials was different. Here were the detailed explanation:

a. First Meeting

Firstly, the researcher gave some information about question tag to the students. The reseacher divided the students into five groups consist of five students. Then, she explained to the students about what question tag. After that, the students gave change to make question tag based on their group and then they competed one another to answer about question tag correctly. Then, the students were given a quiz related to the materials. And when the students have finished the quiz, the researcher shared the correct answer to the students and gave award to the winner group.

At the end of learning process, the researcher concluded the materials and then ask the students about their difficulties in making question tag. The reseacher gave solutions to the students on their difficulties.

b. Second Meeting

In this meeting, the researcher do the same steps with the first meeting, but the materials were different. At the second meeting, she explained about the basic rules in forming question tag positive sentences. The students' group formation same with their group at the first meeting. They was competed to form question tag and each member of groups must know how to form it. The research gave some questions to the material and the students must answer the questions based on their groups. After that, the students were given a quiz related to the materials. And when the students have finished the quiz, the reseacher shared the correct answer to the students and gave award to the winner group.

Then, at the end of learning process the researcher asked the students about their difficulties during learning process and she explained how to solve those difficulties.

c. Third Meeting

At the third meeting, the researcher continued to explained about the rules in forming question tag negative sentences. The students' group formation was also same with the first meeting. And they also competed to make question tag and each member of groups must know how to make question tag based on the context of the sentences. After that, the students were given a quiz related to the materials. And when the students have finished the quiz, the researcher shared the correct answer to the students and gave award to the winner group.

Then, at the end of learning process the researcher not forget to asked about the difficulties which are faced by the students during learning process and then she explained how to solve those difficulties.

d. Fourth Meeting

In this meeting, the researcher continued to explained about the rules in making question tag pronoun subject. The students' group formation changed, so the members of each group were different from the previous meetings. Then, after delivering the materials, the researcher gave some questions to the students related to the materials and the students must answer the questions based on their groups. After that, the students were given a quiz related to the materials. And when the students

have finished the quiz, the researcher shared the correct answer to the students and gave award to the winner group.

At the end of learning process, the researcher concluded the materials and then ask the students about their difficulties in making question tag. The researcher gave solutions to the students on their difficulties.

e. Fifth Meeting

In this meeting, the materials which explained by the researcher to the students are the rules in forming question tag confirmation statement to need answer. The students' group formation same with the previous meeting (fourth meeting). Then, after teaching the materials, the researcher gave some questions to the students related to the materials and the students must answer the questions based on their groups. The students were given a quiz related to the materials. And when the students have finished the quiz, the researcher shared the correct answer to the students and gave award to the winner group.

At the end of the meeting, the researcher concluded the materials and asked the students about their difficulties in forming question tag for modals auxiliary verb and the subject usage. Then, the researcher gave solutions on those difficulties to the students.

f. Sixth Meeting

In this meeting, the researcher review all materials which had been given in meeting 1 until meeting 5. The students' group formation same with the previous

meeting (fourth and fifth meeting). Then, after teaching the materials, the researcher gave some question to the students related to the materials and the students must answer the questions based on their groups. The students were given a quiz related to the materials. And when the students have finished the quiz, the researcher shared the correct answer to the students and gave award to the winner group.

At the end of the meeting, the researcher also concluded the materials and asked the students about the difficulties which are faced by them in forming question tag for compound sentences. Then, the researcher gave solutions on those difficulties to the students.

3. Giving Post-test

At the last meeting, the researcher gave grammar test to the students. Then, the result of the test compared with their score in pre-test at the first meeting. Actually, the questions in post-test were different the pre-test; however they had difficulty level.

4. Giving questionnaire

The questionnaire is intended to know the students' interest toward the use of STAD learning model in teaching question tag. The questionnaire distributed to the students at the last meeting. Moreover, there were 10 statements in questionnaire and the students have 10 minutes to answer them.

G. *Techniques of Data Analysis*

The data analysis technique involved some steps that are elaborated as follows:

1. Scoring the students correct answer by using the following formula:

$$\text{Score} = \frac{\text{The number of student's point}}{\text{Total point}} \times 100$$

2. Calculating the mean score of the students by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = mean score

$\sum X$ = the sum of the score

N = the number of sample[33]

3. Classification the students score based on the following classification:

Table 3.1

The Students' Score Classification

No	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 76	Fairly Good

[33]Subana.Moersetyo rahadi.Sudrajat.*Statistik Pendidikan*. (Bandung:Pustaka Setia).p.63

5	56 – 65	Fair
6	36-55	Poor
7	0-35	Very Poor

4. Calculating the rate percentage of students score by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of Subject

N = Total sample.

5. Calculating the Standard Deviation by Using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \qquad \text{Then, } SS = \frac{\sum X^2 - (\sum X)^2}{N}$$

Where:

SD　　　= Standard deviation

SS　　　= the sum of square

$\sum X$　　= the sum of score

n　　　= Number of sample.

6. Calculating the t-test to know the difference between the result of pre-test and post-test by using the following formula:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D^2)}{N}}{N(N-1)}}}$$

Where:

      t   = Test of significance

      $\overline{D}$ = Standard deviation

      $\sum D^2$ = The sum of all the squares

    $(\sum D^2)$ = The square of the sum

      N   = Total Number of Sample[34]

7. Criteria of hypothesis acceptability

$t_1 \geq t_0$	Reject null hypothesis
$t_0 \leq t_1$	Receive null hypothesis

Where:

   t_0 = Test of significance (t-test)

   t_1 = Level of significance one tailed test (t-table)

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[34]Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Rineka Cipta,1992), p. 327.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. *Findings*

In the previous description, it is explained that the data analysis in this researched used experimental method. The description explained the result of the research (pre test and post test).

1. The Analysis of Test

a. Score of students in pre test and post test

Table 4.1

The score of students in pre – test (X_1) and post-test (X_2)

Respondent	Value of student's correct answer		Score	
	Pre-test	Post-test	Pre-test	Pos-test
R1	9	18	45	90
R2	3	12	15	60
R3	9	17	45	85
R4	1	8	5	40
R5	7	18	35	90
R6	4	10	20	50
R7	8	16	40	80
R8	9	16	45	80

R9	2	17	10	85
R10	4	18	20	90
R11	5	18	25	90
R12	8	13	40	65
R13	3	18	15	90
R14	9	17	45	85
R15	1	18	5	90
R16	2	12	10	60
R17	12	18	60	90
R18	4	15	20	75
R19	4	13	20	65
R20	2	15	10	75
R21	5	11	25	55
R22	2	10	10	50
R23	9	13	45	65
R24	12	17	60	85
R25	5	10	25	50
R26	6	13	30	65
R27	6	12	30	60

Table above showed the value of the student's correct answer and their score in doing the test (pre-test and post-test). It showed the different between the result of pretest and post-test, where almost students which taken as sample in the researched got low score in pre-test and become high in post-test, even there was not students got high score and pre-test and become low in pos-test. The higher score in pre-test was ''60" and the lowest score is "5 ", two students got score "60", five students got score "45", two students got score "40 ", one student got score "35 ", two students got score "30", three students got score "25", four students got score "20", two students got score "15", four students got score "10", and two students got score "5".

After teaching question tag through STAD learning model, the student's score was better than before. The highest score was "90" and the lowest score was "40". Seven students got score "90", four students got score "85", two students got score "80", two students got score "75", four students got score "65", three students got score "60", one student got score "55", three students got score "50", and just one student got score "40".

The score in pre-test and post-test are illustrated in the following table :

b. Rate Percentage of students score

Table 4.2

Rate percentage of students score

No	Classification	Score	Frequency		Percentage	
			Pre-test (X_1)	Post-Test (X_2)	Pre-test (X_1)	Post-test (X_2)
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 – 95	-	7	-	25,93%
3	Good	76 – 85	-	6	-	22,22%
4	Fairly Good	66 – 76	-	2	-	7,40%
5	Fair	56 - 65	2	7	7,40%	25,93%
6	Poor	36 - 55	7	5	25,93%	18,52%
7	Very Poor	0 - 35	18	-	66,66%	-
	Total		**27**	**27**	**100%**	**100%**

Table above shows in pre-test, there were 2 (7,40%) students got fair score, there were 7 (25,93%) students got poor score, there were 18 (66,66%) students got very poor score and there was not students got excellent, very good and good score. It means that the students still do not still understand about question tag through STAD learning model just two students got expected score, while in the post- test is

different, where we can see from the table above that from 27 students, There was 7 (25,93%) students got very good score, there was 6 (22,22%) students got good score, there were 2 (7,40%) students got fairly good score, there was 7 (25,93%) students got fair score, there was 5 (18,52%) students got poor score and there was not students got very poor score. It means that the score of student after doing the treatment process during eight meeting was very significance because the students score was increase from the pre- test to the post- test. Although there are still a few student got poor score.

c. The students mean score in pre- test an post-test.

Table. 4.3

Respondent	X_1	X_2	D	D^2	X_1^2	X_2^2
	Pre-test	Post-test	Y-X	$(Y-X)^2$	Pre-test	Post-test
R1	45	90	45	2025	2025	8100
R2	15	60	45	2025	225	3600
R3	45	85	40	1600	2025	7225
R4	5	40	35	1225	25	1600
R5	35	90	55	3025	1225	8100
R6	20	50	30	900	400	2500
R7	40	80	40	1600	1600	6400
R8	45	80	35	1225	2025	6400

R9	10	85	75	5625	100	7225
R10	20	90	70	4900	400	8100
R11	25	90	65	4225	625	8100
R12	40	65	25	625	1600	4225
R13	15	90	75	5625	225	8100
R14	45	85	40	1600	2025	7225
R15	5	90	85	7225	25	8100
R16	10	60	50	2500	100	3600
R17	60	90	30	900	3600	8100
R18	20	75	55	3025	400	5625
R19	20	65	45	2025	400	4225
R20	10	75	65	4225	100	5625
R21	25	55	30	900	625	3025
R22	10	50	40	1600	100	2500
R23	45	65	20	400	2025	4225
R24	60	85	25	625	3600	7225
R25	25	50	25	625	625	2500
R26	30	65	35	1225	900	4225
R27	30	60	30	900	900	3600
N=27	**755**	**1965**	**1210**	**62400**	**27925**	**149475**

d. The students' mean score

    1. Pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{755}{27}$$

$$\bar{X} = 27,962$$

    2. Post – test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{1965}{27}$$

$$\bar{X} = 72,777$$

Table 4.4

The students' mean score

Component	Pre-test	Post-test
Mean	27,962	72,777

Table above indicate that the mean score of students' in the post-test was different their mean score in the pre-test or post-test > pre-test.

e. Standard Deviation

    1. Pre – test

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

$$SS = \sum X^2 - \frac{\left(\sum X\right)}{N}$$

$$= 27925 - \frac{(755)}{27}$$

$$= 27925 - \frac{5700}{27}$$

$$= 27925 - 211$$

$$= 27714$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{27714}{27}}$$

$$= \sqrt{1026}$$

$$= 32,03$$

    2. Post – test

$$SD = \sqrt{\frac{SS}{N}}$$
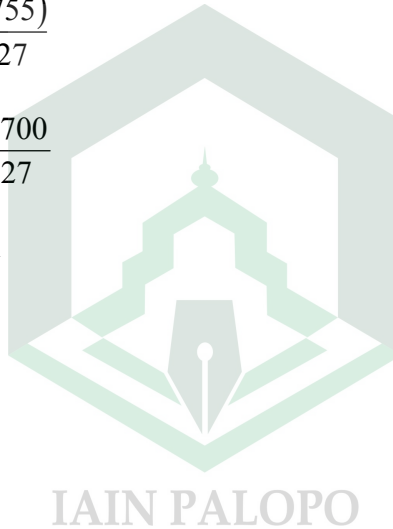
Where:

$$SS = \sum X^2 - \frac{\left(\sum X\right)}{N}$$

$$= 149475 - \frac{(1965)}{27}$$

$$= 149475 - \frac{38612}{27}$$

$$= 149475 - 1430$$

$$= 148045$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{148045}{27}}$$

$$= \sqrt{5483}$$

$$= 74,05$$

Table 4.5

Standard deviation

Component	Pre-test	Post-test
Standard deviation	**32,03**	**74,05**

Table above showed that standard deviation of pre – test was lowed than post – test. Were standard deviation of pre – test was 32,03 and post-test was 74,05.

f. Test significant

1. Calculating t-test value

$$\bar{D} = \frac{\sum D}{N}$$

$$= \frac{1210}{27}$$

$$= 44,81$$

2. Test of Significance

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D^2)}{N}}{N(N-1)}}}$$

$$= \frac{44,81}{\sqrt{\dfrac{62400-54225,926}{702}}}$$

$$= \frac{44,81}{\sqrt{\dfrac{8174,074}{702}}}$$

$$= \frac{4481}{\sqrt{11,64398}}$$

$$= \frac{44,81}{3,41232765}$$

$$= 13,131$$
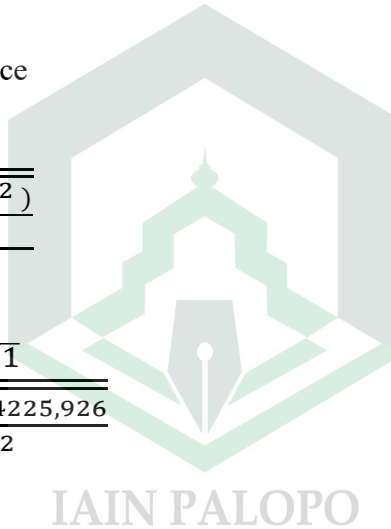
3. T -table

Level of significance (α)   = 0,05 or 5 %

Degree of freedom (df)   = n – 1

= 27 -1

= 26

= 2,779

Table 4.6

T – Table

Component	T- table	T-test
T Value	**2,779**	**13,131**

The table about indicated that the result of t-test was higher that t-table or >2,771. So H_0 is rejected and H_a is accepted STAD learning model can improve students in teaching question tag at the eighth year of SMP PMDS Putri Palopo.

2. The Analysis of Questionnaire

After doing research in SMP PMDS Putri Palopo, the writer found the students' perception about teaching question tag through STAD learning model. The students' perception is presented as follows :

Table 4.7

Statement	Category	Frequency	Percentage
I like study about question tag through STAD learning model	Strongly agree	11	40,74%
	Agree	16	59,26%
	Neutral	-	-
	Disagree	-	-
	Strongly disagree	-	-
		27	100%

The table above shows that among 27 students, there were 11 students (40,74%) choose strongly agree, 16 students (59,26%) choose agree, none students choose neutral, disagree and strongly disagree. It means that the most of the students like study about question tag through STAD learning model.

Table 4.8

Statement	Category	Frequency	Percentage
I feel a loss if I did not attend the English class especially when discussions the question tag using STAD learning model	Strongly agree	8	29,63%
	Agree	19	70,37%
	Neutral	-	-
	Disagree	-	-
	Strongly disagree	-	-
		27	100%

The table above shows that among 27 students, there were 8 students (29,63%) choose strongly agree, 19 students (70,37%) choose agree, none choose neutral, disagree and strongly disagree. It means that the most of the students feel is not a loss teaching question tag using STAD learning model.

Table 4.9

Statement	Category	Frequency	Percentage
I feel that the application of the STAD learning model for teaching question tag very useful	Strongly agree	18	66,66%
	Agree	8	29,63%
	Neutral	1	3,70%
	Disagree	-	-
	Strongly disagree	-	-
		27	100%

The table above shows that among 27 students, there were 18 students (66,66%) choose strongly agree, 8 students (29,63%) choose agree, 1 (3,70%) students choose neutral and none students choose disagree and strongly disagree. It means that the most of the students feel teaching question tag through STAD learning model is very useful.

Table 4.10

Statement	Category	Frequency	Percentage
I feel motivated to learn question tag to the application of	Strongly agree	3	11,11%
	Agree	19	70,37%
	Neutral	5	18,52%
	Disagree	-	-

STAD learning model in school	Strongly disagree	-	-
		27	100%

The table above shows that among 27 students, there were 3 students (11,11%) choose strongly agree, 19 students (70,37%) choose agree, 5 (18,52%) students choose neutral, none student choose disagree and strongly disagree. It means that the most students feel motivated in teaching through STAD learning model.

Table 4.11

Statement	Category	Frequency	Percentage
By STAD learning model me and my friends can participate actively in the learning process.	Strongly agree	4	14,81%
	Agree	14	51,85%
	Neutral	6	22,22%
	Disagree	2	7,40%
	Strongly disagree	1	3,70
		27	100%

The table above shows that among 27 students, there were 4 students (14,81%) choose strongly agree, 14 students (51,85%) choose agree, 6 (22,22%) students choose neutral, 2 students (7,40%) choose disagree and 1 (3,70%) student choose strongly disagree. It means that by using through STAD learning model can make students actively in the learning process.

Table 4.12

Statement	Category	Frequency	Percentage
I feel the application STAD learning model in teaching question tag not effective.	Strongly agree	-	-
	Agree	1	3,70%
	Neutral	6	22,22%
	Disagree	18	66,66%
	Strongly disagree	2	7,41%
		27	100%

The table above shows that among 27 students, there were 1 students (3,70%) choose agree, 6 (22,22%) students choose neutral, 18 students (66,66%) choose disagree and 2 (7,41%) students choose strongly disagree and none student choose strongly agree. It means that by using through STAD learning model can make students effective in learning question tag.

Table 4.13

Statement	Category	Frequency	Percentage
Application STAD learning model in teaching question tag is not attractive.	Strongly agree	-	-
	Agree	-	-
	Neutral	4	14,81%
	Disagree	16	59,26%
	Strongly disagree	7	25,93%
		27	100%

The table above states that among 27 students, there were 4 (14,81%) students choose neutral, 16 student (59,26%) choose disagree, 7 (25,93%) students

choose strongly disagree, none students choose strongly agree and agree. It means that students feel attractive in teaching question tag through STAD learning model.

Table 4.14

Statement	Category	Frequency	Percentage
I'm bored with application STAD learning model in teaching question tag.	Strongly agree	-	-
	Agree	2	7,41%
	Neutral	6	22,22%
	Disagree	13	48,15%
	Strongly disagree	6	22,22%
		27	100%

The table above states that among 27 students, there were 2 students (7,41%) choose agree, 6 (22,22%) students choose neutral, 13 (48,15%) students choose disagree, 6 (22,22%) students choose strongly disagree and none students choose strongly agree. It means that students feel is not bored in teaching question tag through STAD learning model.

Table 4.15

Statement	Category	Frequency	Percentage
I feel it hard to understand the material question tag to the application STAD learning model	Strongly agree	-	-
	Agree	6	22,22%
	Neutral	7	25,93%
	Disagree	14	51,85%
	Strongly disagree	-	-
		27	100%

The table above shows that among 27 students, there were 6 students (22,22%) choose agree, 7 (25,93%) students choose neutral, 14 (51,85%) students choose disagree, none students choose strongly agree and strongly disagree. It means that students able understand material question tag through STAD learning model.

Table 4.16

Statement	Category	Frequency	Percentage
I do not recommend the application STAD learning model in teaching question tag.	Strongly agree	-	-
	Agree	1	3,70%
	Neutral	12	44,44%
	Disagree	9	33,33%
	Strongly disagree	5	18,52%
		27	100%

The table above shows that among 27 students, there were 1 student (3,70%) choose agree, 12 (44,44%) students choose neutral, 9 (33,33%) students choose disagree, 5 (18,52%) students choose strongly disagree and none student choose strongly agree. It means that the most of students choose neutral for recommend the application STAD learning model in teaching question tag.

B. Discussion

STAD is a cooperative learning method which was developed by Slavin as part of a student learning approach program along with other cooperative methods

such as Teams-Games-Tournaments, Jigsaw II and Team, Assisted Individualization. In STAD, students are assigned to four or five member learning teams. The teams are composed of high, average and low performing students, and of boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class. There are five main steps a teacher should follow when STAD is implemented. The teacher first introduce new materials to be learned. The team members then study worksheets on the material until they master the material. Individual quizzes are taken on the material studied. The teacher then combines the scores to create team scores. Members of the winning team are given certificates and a weekly one-page class new letter recognizes the teams with the highest scores.

Students quiz scores are compared to their own past averages and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards. In a related method calls Teams-Games-Tournaments (TGT), students play games with members of other teams to add points to their team scores.

STAD have been used in a wide variety of subjects, from mathematics to language arts to social studies, and have been used from second grade through college. The STAD method is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills and science facts and

concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances.

STAD according to Rai is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. The reason for the selection of STAD is good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills. STAD also add an extra source of learning within the groups because some high achievers act as a role of tutor, which result in high achievements. Finally, it enables the students according to the requirements of the modern society by teaching them to work with their colleagues competently and successfully as explained by Balfakih. The findings of Balfakih have indicated that in teaching 10th grade chemistry, students team achievements division (STAD) is a more effective teaching method than the traditional-teaching method.

Kinney conducted a similar study, by studying the effects of cooperative learning on the achievement of ninth-grade students in a diverse cultural general biology class. The experimental group having the combination of both black and white students had a significant increase on the academic achievement scores. Face to face, interaction in the classroom has a intense effect on the societal, cognitive and scholarly development of students. According to Kagan, the learning process in which the interaction of students occur led to acquisition of skills development of

language and social skills. As iqbal mentioned that, the cooperative learning is more successful as a teaching learning practice as compared to costumer teaching method.

The structural approach to cooperative learning is based on the construction, investigation and orderly use of structures or content free ways of organizing social interaction in classroom as revealed by Kagan being the option for teachers in the teaching learning process cooperative learning as an instructional methodology is presently the least regularly used. Lecture method or competition contribute to more than 85% of the instruction in schools in which students are isolated from one another and forbidden to interact. In addition, Goodlad reported that teacher engaged most of the time in the classroom, while only small fraction of time in the classroom is spared for students activities like reasoning and expressing their opinions.[35]

In this research, the researcher chooses SMP PMDS Putri Palopo because she wants to give motivation for the students and upgrade their grammar especially about question tag. The researcher looks that the students of SMP PMDS Putri Palopo always get bored when they were studying English in the classroom. STAD learning model is very effective to improve the students grammar especially question tag.

The data analysis show that the STAD learning model in improving their grammar ability at SMP PMDS Putri Palopo. It can be seen on the table before

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[35]Rai at al. *Effect of Student's Team Achievement Division (STAD) on Academic Achievement of Students*. http://www.transplantass.blogspot.com/2012/10/STAD-dan-jigsaw.html?m=1. Accessed on February 25th 2014.

giving treatment and after giving treatment, there was significance different between pre-test and post-test, it was found that pre-test show that in answering question tag through STAD learning model there were 2 (7,40%) students got fair score, there were 7 (25,93%) students got poor score, there were 18 (66,66%) students got very poor score, and there was not students got excellent, very good and good score. It means that the students still do not still understand about question tag through STAD learning model, while in the post-test is different, where we can see from the table above that from 27 students, there was 7 (25,93%) students got very good score, there was 6 (22,22%) students got good score, there was 2 (7,40%) students got fairly good score, there were 7 (25,93%) students got fair score, there was 5 (18,52%) students got poor score and there was not students got very poor. It means that the score of student after doing the treatment process during eight meeting was very significance because the students score was increase from the pre-test to the post-test. Although there are still a few student got poor score.

To know further about students perception toward the researcher had given a way the questionnaire. Actually most of students were strongly agree that they are happy to study on the table, from 27 respondents most of students "agree" that they feel loose if absent in teaching, from 27 respondents most of students were strongly agree that STAD learning model is very advantages based on table, from 27 respondents most of students agree that the students motivation in teaching question tag with applying STAD learning model, from 27 respondents most of students were

agree that they active by using STAD learning model in process learn, from 27 respondents most of students were disagree that applying STAD learning model in teaching question tag is not effective, from 27 respondents most of students were disagree that applying STAD learning model in teaching question tag is not interest, from 27 respondents most of students were disagree that they bored in teaching question tag by using STAD learning model, from 27 respondents most of students were disagree that they difficult for understand material question tag by using STAD learning model, and from 27 respondents most of students were neutral for suggestion applying STAD learning model in teaching question tag.

This is indicating that applying STAD learning model give positive contributes to English teacher to teach their students especially into back up the students question tag. The researcher concludes that the teacher should accommodate. He/she should give full attention especially in question tag. In teaching question tag through STAD learning model is one of technique that the teacher uses it in teaching to make students enjoy and get more point from the material.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items were presented as follows:

A. Conclusion

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researched had come to the following conclusions:

1. STAD learning model is effective to increase the students' ability in using question tag at the eighth year students of SMP PMDS Putri Palopo. It can be proven by the result of the students in the pre-test and the post-test with mean score (27,962) in the pre-test and (72,777) in the post-test. It means that there is significance difference between the students ability in using question tag at the eighth year students of SMP PMDS Putri Palopo before applying STAD learning model.

2. Based on the questionnaire answered by the students, having analyzed the result of the students' perception toward the technique applied by the researcher in this research. It was found that most of the students gave positive respond and interested in learning question tag through STAD learning model.

B. Suggestions

Having concluded the result of this research, the researcher further suggest some points as follows:

1. It is suggested to English teacher to use cooperative learning model when they are going to explain question tag or any English lesson.

2. The English teachers are supposed to encourage the students to be more understood about using question tag.

3. It is suggested to English teacher to choose method which has correlation between material and the purpose of teaching.

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IAIN PALOPO

APPENDIXES

APPENDIX A
INSTRUMENTS OF THE RESEARCH
GRAMMAR TESTS

PRE-TEST

Fill the blanks below correctly!

1. She is a nurse, ………………..?
1. They …………… doctors, are they?
2. Andi ……………..sick, is he?
3. This car is very expensive, ……………..?
4. Martha and his sister are beautiful, …………….?
5. He…………. go to my house this evening, can't he?
6. You …………….my school friend, were you?
7. We can do it by ourselves,……………….?
8. I am right,…………….?
9. The cat …………….. hungry, is it?
10. You will accompany me,………………?
11. I……………. told you before, have I?
12. It…….. a nice weather, isn't it?
13. He isn't a policeman,…………..?
14. She…………… watching a horror movie, is she?
15. Ali………….. like milk, does he?
16. He is a teacher of SMP Negeri 8 Palopo,………………?
17. You…………… a stewardness, are you?
18. You don't speak English,………………?
19. I am living in Bali,……………….?

POST-TEST

Fill the blanks below correctly!

1. Andi is reading a book,...................?
2. We................... smart, are we?
3. I................. handsome, aren't I?
4. She wasn't angry,......................?
5. They................... understand, do they?
6. I have eaten,.........................?
7. He…………..a doctor, is he?
8. Sandy…………. read a newspaper, doesn't he?
9. Kevin can run fast,……………….?
10. Mary didn't like swimming,……………….?
11. You………….. meet me tomorrow, won't you?
12. He isn't a policeman,……………….?
13. She…………… well, is she?
14. Sandy…………… read a newspaper, doesn't he?
15. You…………….sent it, have you?
16. She isn't watching a horror movie,……………..?
17. This film is not good,…………………?
18. Ali………….. swim, can't he?
19. It is a nice weather,…………………?
20. She………………come late, does she?

APPENDIX F
KEY ANSWER OF GRAMMAR TESTS

1. PRE-TEST

Fill the blanks below correctly!

1. She is a nurse, **_isn't she_**?

2. They **_aren't_** doctors, are they?

3. Andi **_isn't_** sick, is he?

4. This car is very expensive, **_isn't it_**?

5. Martha and his sister are beautiful, **_aren't they_**?

6. He **_can_** go to my house this evening, can't he?

7. You **_weren't_** my school friend, were you?

8. We can do it by ourselves, **_can't we_**?

9. I am right, **_aren't I_**?

10. The cat **_isn't_** hungry, is it?

11. You will accompany me, **_won't you_**?

12. I **_haven't_** told you before, have I?

13. It **_is_** a nice weather, isn't it?

14. He isn't a policeman, **_is he_**?

15. She **_is not_** watching a horror movie, is she?

16. Ali **_doesn't_** like milk, does he?

17. He is a teacher of SMP Negeri 8 Palopo, **_isn't he_**?

18. You **_are not_** a stewardness, are you?

19. You don't speak English, **_do you_**?

20. I am living in Bali, **_aren't I_**?

POST-TEST

Fill the blanks below correctly!

1. Andi is reading a book, _**isn't he**_?
2. We _**aren't**_ smart, are we?
3. I _**am**_ handsome, aren't I?
4. She wasn't angry, _**was she**_?
5. They _**don't**_ understand, do they?
6. I have eaten, _**haven't I**_?
7. He _**isn't**_ a doctor, is he?
8. Sandy _**does**_ read a newspaper, doesn't he?
9. Kevin can run fast, _**can't he**_?
10. Mary didn't like swimming, _**did she**_?
11. You _**will**_ meet me tomorrow, won't you?
12. He isn't a policeman, _**is he**_?
13. She _**isn't**_ well, is she?
14. Sandy _**does**_ read a newspaper, doesn't he?
15. You _**haven't**_ sent it, have you?
16. She isn't watching a horror movie, _**is she**_?
17. This film is not good, _**is it**_?
18. Ali _**can**_ swim, can't he?
19. It is a nice weather, _**isn't it**_?
20. She _**doesn't**_ come late, does she?

APPENDIX D

QUESTIONNAIRE

Petunjuk: 1. Bacalah dengan teliti petunjuk kerja sebelum menjawab pertanyaan.

2. Pada setiap pertanyaan disediakan 5 pilihan

3. Anda diharuskan memilih salah satunya sesuai dengan keadaan anda

4. Berikan tanda (X) pada kolom yang disediakan.

Pilih : SS. Sangat setuju

S. Setuju

R. Ragu-ragu

TS. Tidak setuju

STS. Sangat tidak setuju

Statement	Response				
	SS	S	R	TS	STS
1. Saya senang belajar question tag dengan menggunakan model pembelajaran *STAD*.					
2. Saya merasa rugi jika saya tidak hadir dalam pelajaran bahasa Inggris khususnya ketika membahas question tag dengan menggunakan model pembelajaran *STAD*.					
3. Saya merasa bahwa penerapan model pembelajaran *STAD* dalam mengajarkan question tag sangatlah bermanfaat.					
4. Saya merasa termotivasi belajar question tag dengan penerapan model pembelajaran STAD di sekolah.					
5. Dengan model pembelajaran STAD saya dan teman saya dapat					

berpartisipasi aktif dalam proses pembelajaran.					
6. Saya merasa penerapan model pembelajaran STAD dalam pengajaran question tag **tidaklah** efektif.					
7. Penerapan model pembelajaran STAD dalam pengajaran question tag **tidaklah** menarik.					
8. Saya **bosan** dengan penerapan model pembelajaran STAD dalam pengajaran question tag.					
9. Saya merasa **sulit** memahami materi question tag dengan penerapan model pembelajaran STAD.					
10. Saya **tidak** menyarankan penerapan mmodel pembelajaran STAD dalam pengajaran question tag.					

APPENDIX E

TABLE DISTRIBUTION OF T

Df	P			
	10	05	01	001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1,711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.970	2.-42	2.750	3.646
40	1.840	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

(Gay in Frisda, 2010:56)