

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Education is one of the most important aspect in life, people will obtain the better life if they get the higher level in education. Furthermore, education is one of the fundamental priorities of nation building (Zulfikar, 2009:13), by producing intelligent people a nation will more progressive and competitive in global world. For this reason, so many efforts that have been done by related party (such as government, organizations, schools, teachers, parents, etc.) to increase the quality of education.

To support the successful in increasing the quality of education, particularly education in Indonesia, then the effort of enhancement education quality is implemented by exploiting teaching learning process improvement. (Feriyati, 2nd Februy 2013). One of the indicators of success in learning process can be observed from students achievement, and to achieve the successful of teaching learning process is obtained by increasing students' understanding toward the concepts of materials and actives students in teaching-learning process (Apriza, dkk, 2012:198).

When the researcher had experience in teaching in SMP Negeri 2 Babalan, she found that the teaching-learning process in Social Studies more display an individualistic and competitive environment. It was evidenced when she taught at class VIII-2 and provided Social Studies matter.

Researcher divided the students into several groups to work on group assignment, after the groups was divided there were some students that complained and did not pleased to be in their group because their friends in group had low proficiency and ability. Moreover, students learning outcomes is still very poor. This case is proved by comparing Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal*) 75 with students' Midterms Test (*Ujian Tengah Semester Ganjil*) that is still so far from expectation, only 47,59% from 353 students is stated completed.

Table 1.1 The Condition of Social Studies Student Achievement in Midterms Test class VIII

No	Class	Number of Students	Complete	Incomplete
1	VIII-1	32	29	3
2	VIII-2	48	22	26
3	VIII-3	44	20	24
4	VIII-4	44	30	14
5	VIII-5	47	19	28
6	VIII-6	46	17	29
7	VIII-7	48	10	38
8	VIII-8	44	21	23
Amount		353	168	185

When researcher carry out observation at SMP Negeri 2 Babalan, she found that students would show their actives if they had enough motivation to arouse their passion about a subject matter. It is supported by Williams' (23th February 2013) argument that, "Students motivation is an essential element that is necessary for quality of education", it means that to get a qualified education in teaching learning process is needed some factors which encourage students motivation so that students will increase their capacity to

learn. Robert Schuller (in Williams and Williams, 23th February 2013) said that, “You cannot push anyone up the ladder unless he is willing to climb himself”. If students are not sufficiently motivated, then they tend to indicate a lack of concern attitudes about the learning environment.

Placement of models in program of study is important, as is blending them appropriately (Joyce and Weil, 1972:23). Therefore, teacher as an expert and professional should be able to apply of teaching models that appropriate and suitable with the subject matter and students need. Furthermore, teacher should be able to design the teaching-learning process to be an environment that promotes students may have better attitudes in interacting one another and create cooperative learning environment.

Basically, the learning objectives of Social Studies are to educate and give the provision of base ability for students to develop they self that appropriate with their aptitude, interest, ability and environment, and the provision for students to continue their education to the higher level (Solihatin and Raharjo, 2008:15). From the learning objectives above, it need a learning that can realize the successful of those goals. Teachers ability in selecting and placing models, methods and strategies that appropriate with students' need, will determine the successful of those goals.

The revision of students learning outcomes can be achieved through increasing students understanding toward the learning materials which are given and also along with students' activity in learning process in class is happening (Rian, dkk, 2012:234). In this problem, Cooperative Learning as a

teaching model can be used as a solution to improvement of students achievement. According to Arends (2009:354), there are three effects of Cooperative Learning on learners outcomes, they are: effects on cooperative behavior, effects on tolerance of diversity and effects on academic achievement. Moreover, Arends argued that Cooperative Learning helps students become engaged with one another. Thus, Cooperative Learning is not only can improve students' academic achievement but also can increase interaction and helps one another through sharing skills and building relationships. The success of Cooperative Learning will produces both academic and social benefits.

There are so many methods of Cooperative-Learning model, one of them is Student Teams-Achievement Divisions (STAD). STAD was developed by Robert E. Slavin and his colleagues in John Hopkins University and one of the simplest and the best cooperative learning method to be used for a new beginning for teachers who use cooperative approach (Slavin, 2005:143). The purposes of using STAD are to drastically improve and accelerate learner performance (Wyk, 2005:262) and to motivate students to encourage and help one another master skills presented by teacher (Slavin, 1994 in Wyk, 2005:262)

The used of STAD in education researches which was done by some researchers (Wyk, 2012 and Norman, 2005) showed great success. The findings in their researches indicated STAD promotes positive attitudes, shows better achievements and motivated students to learn. Moreover, the

research found that STAD accelerates academic as well as having positive effects on important non-academic factors such as motivation, liking of school, and working with others in learning groups.

For this present study the application of STAD is expected can produce an active learning, increase students attitude toward cooperative learning, sharing each other, and positive interdependence. Afterwards, the positive interdependence, created by STAD as Cooperative Learning groups, helps to increase the motivation in groups and finally students achievement can be improved.

Refers to the background above, researcher is interested to do research which is titled **The Effects of the STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Social Studies at Class VIII SMP Negeri 2 Babalan Academic Year 2012/2013.**

1.2 Problem Identification

Based on the background of the research above, it identified some cases, they are:

- a. Students achievement in Social Studies is still low.
- b. The students attitudes toward cooperative learning is very poor.
- c. There is no students motivation on learning cooperatively in Social Studies.
- d. There is no balance between *the social* and *the studies* in Social Studies.

1.3 The Scope of the Problem

The scope of the problem in this research is limited on the effects of the STAD-cooperative learning on student achievement, attitude and motivation in Social Studies, the material is Demand and Supply at class VIII SMP Negeri 2 Babalan academic year 2012/2013.

1.4 Research Questions

Based on the background of the research, this study was guided by the following specific research questions, those are:

1. Is there the difference between effect of the STAD as a cooperative learning approach and the direct instruction approach on students achievement in Social Studies?
2. Is there the difference between effect of the STAD as a cooperative learning approach and the direct instruction approach on students attitude toward learning Social Studies and cooperative learning?
3. Is there the difference between effect of the STAD as a cooperative learning approach and the direct instruction approach on students motivation toward learning Social Studies and cooperative learning?

1.5 The Purposes of the Research

Based on the research questions above, the purpose of this research is to explore the effects of STAD in relation to direct instruction, more specifically:

1. To find out the difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on students achievement in Social Studies.
2. To find out the difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on students attitude toward learning Social Studies and cooperative learning.
3. To find out the difference between effect of STAD as a cooperative learning approach and the direct instruction approach on students motivation toward learning Social Studies and cooperative learning.

1.6 The Significances of the Research

Based on purposes of the research above, the significances of the research are:

1. For Students

As an effort to improve students' achievement, increase students' attitude toward cooperative learning, and motivate students to learning Social Studies cooperatively.

2. For Teachers

To inform teachers to be aware about the important of selecting the teaching models that appropriate with students' need, and considering STAD-Cooperative Learning as one of the effective teaching models to be used in Social Studies.

3. For Future Research

As an information for the next researcher in doing the similar research.