CHAPTER I

INTRODUCTION

A. Research Background

Education plays a fundamental role in preparing qualified and competitive human resources capable of responding the demands of the global era. In 21st-century education, English proficiency has become an essential competence because it functions as an international language for global communication. Therefore, English has become a subject that must be taught in schools, including at the junior high school level. However, the teaching of English in many schools, especially in coastal areas, still faces various challenges, including issues related to teaching methods, resources, and student motivation.[1]

The same conditions were also found at other schools. A number of problems were identified, including a lack of active student involvement in the learning process, poor communication skills both verbally and in writing, and limited teaching methods that encourage interaction between students. English instruction is still largely dominated by teacher-centered practices, limiting students'

[1] Wahyuni, D., & Cahyono, B. Y. (2020). The Effect of STAD Technique on EFL Students' Speaking Ability. Journal of English Language Teaching and Linguistics, 5(1), 1-14. https://doi.org/10.21462/jeltl.v5i1.365

opportunities to participate actively and encouraging them to depend mainly on the teacher's explanations.[2]

In this situation, the application of creative, dynamic, and collaborative learning models is essential. One method that has been proven to increase student engagement and learning outcomes is the Student Teams Achievement Division (STAD) cooperative learning model.This model emphasizes collaboration in diverse small groups, where each student has individual and group responsibilities in achieving learning objectives.[3]

STAD not only encourages students to learn collaboratively, but also fosters a sense of responsibility, appreciation for differences in skills, and a spirit of cooperation. In English language instruction, this method is highly effective as it creates numerous opportunities for interaction among students, whether through discussions, presentations, or pair activities.In this way, Students are expected to enhance their abilities in speaking, listening, reading, and writing through the learning process in a holistic manner.[4]

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[2] Hapsari, I., & Arifin, Z. (2019). *Meningkatkan Pemahaman Membaca Siswa melalui Teknik STAD*. **Lingua Cultura, 13**(1), 75-80. https://doi.org/10.21512/lc.v13i1.5189

[3] Rahmawati, D. (2022). The Effectiveness of the STAD Cooperative Learning Model in Improving Students' English Learning Outcomes. Acitya: Journal of Teaching & Education, 4(2), 154-163. https://doi.org/10.30650/ajte.v4i2.3307

[4] Sari, K., & Fitria, T. N. (2023). Improving Students' Writing Skills Through the STAD Cooperative Learning Model. Journal of Language and Language Teaching, 11(2), 200-209

In addition, previous studies have shown that the implementation of the STAD model has the potential to enhance students' learning motivation, academic achievement, and overall learning outcomes. critical thinking skills. However, there are still limited studies that deeply examine the application of this model in areas that face geographical challenges and have limited educational resources, such as Huamual, Maluku.

Therefore, it is important to conduct This study aims to investigate the implementation of the STAD cooperative learning model in the English language teaching process. The results are expected to provide both theoretical and practical contributions to the development of instructional strategies that are appropriate for the local context. In addition, the findings may serve as a valuable reference for teachers and educational practitioners in enhancing the quality of English language instruction. the region.[5]

Previous studies have shown that using methods that directly Student-centered learning activities that encourage active involvement can contribute to the development of English language skills. Djamila Lasaiba's research, for instance, demonstrated that the integration of short stories in English classes increased both students' language competence and their interest in learning by promoting reading and group discussions.

[5] Kurniasih, I., & Sani, B. (2020). Innovative Learning Strategies in the Digital Age. Jakarta: Kata Pena

The study indicates that cooperative and participatory learning approaches have a beneficial effect on English language learning process.[6]

According Based on the findings of this study, the Student Teams Achievement Division (STAD) cooperative learning model provides an effective alternative for addressing the challenges encountered by students during the learning process. STAD method combines elements of group work, individual responsibility, and group rewards that aim to improve academic achievement and cooperation among students. Therefore, the implementation of the STAD method in English language instruction is expected to foster a learning environment that is more interactive, engaging, and meaningful for students.[7]

Advances in information and communication technology have significantly transformed the field of education, especially in the area of teaching and learning process of learning foreign languages such as English. In this digital age, social media is no longer used solely for communication and entertainment; it also functions as a valuable educational tool that is interactive, flexible, and easily accessible. Its integration into education provides teachers and students with greater

[6] Djamila Lasaiba (2015). The Effectiveness of Using Short Stories in Teaching English). Retrieved from https://jurnal.iainambon.ac.id/index.php/FT/article/view/345

[7] Lie, A. (2008). *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: Grasindo.

opportunities to engage in more diverse and context-based learning experiences resources.

Research conducted by Andi Masniati at IAIN Ambon shows The use of social media platforms, including Instagram, YouTube, and other digital applications, has been recognized as an effective way to support teaching and learning activities WhatsApp in English language learning can improve students' language skills, both in terms of speaking, listening, reading, and writing. Social media enables students to receive authentic language exposure (input) and practice it (output) in real-life contexts, in line with the Input and Output Hypothesis in language learning. These findings highlight the important contribution of social media to fostering a learning environment that is more interactive, learner-centered, and collaborative.[8]

Although although this research was conducted in a university setting, its findings are also relevant to junior high school education. Teachers can integrate social media into active learning approaches, such as the Student Teams Achievement Division (STAD) model, to support collaborative learning in which students work together to understand the learning materials, share information, and complete tasks collaboratively. The integration of social media into cooperative learning approaches is

[8] Masniati, A. (2024). *Peran Media Sosial dalam Meningkatkan Pembelajaran Bahasa Inggris Kalangan Mahasiswa: Studi Kualitatif pada IAIN Ambon*. **EMPIRIS: Jurnal Sains, Teknologi dan Kesehatan**, 1(3), 144–152. Diakses dari: https://manggalajournal.org/index.php/EMPIRIS/article/view/391

expected to increase motivation, interaction among students, and overall English learning outcomes.[9]

In conclusion, English has become a compulsory subject and plays an important role in facing global challenges. However, its teaching in schools, especially in coastal areas, still faces various obstacles. These obstacles include a lack of student engagement, poor communication skills, and the dominance of traditional teacher-centered teaching methods. Therefore, more innovative, interactive, and student-oriented learning strategies and methods are needed in order to achieve the objectives of English language learning optimally.

The implementation of the Student Teams Achievement Division (STAD) cooperative learning model is highly relevant for improving the quality of English language learning. This model encourages collaboration, individual and group responsibility, and provides opportunities for extensive interaction so that students' language skills can develop comprehensively. In addition to being proven to increase motivation, academic achievement, and critical thinking skills, the application of STAD is also important to be studied further, especially in areas with geographical and educational resource limitations such as Huamual, Maluku.

[9] Sulistiowati, E. R., Taufiqulloh, T., & Prihatin, Y. (2024)*Penerapan Model Pembelajaran Kooperatif Tipe STAD Terhadap Peningkatan Hasil dan Motivasi*

Research on the application of the STAD cooperative learning model in English language learning is very important in order to find teaching strategies that are appropriate to the local context. This is expected to increase student motivation, active participation, and learning outcomes. Essential English language skills in the era of globalization are often hampered by traditional teaching methods that are not very interesting. Previous studies, such as Djamila Lasaiba's research, prove that participatory and collaborative methods, for example through the integration of short stories into the learning process can significantly enhance students' language proficiency and increase their interest in learning. Therefore, instructional approaches that promote active participation and collaboration among students have been shown to improve the overall quality of learning English language learning.

The implementation of the Student Teams Achievement Division (STAD) cooperative learning model supported by social media can create English language learning that is more interactive, collaborative, and effective in increasing student motivation and skills.

B. Research Scope

This study is limited his research explores the application of the Student Teams Achievement Division (STAD) cooperative learning model in English classes at SMP Negeri 9 Huamual, involving the English teacher and eighth-grade students as the research subjects.

2025/2026 academic year. The focus of the study was on how the STAD model was implemented, starting from the learning process, group formation, learning activities within groups, student involvement, to the evaluation methods used. In this study, the language skills observed were mainly reading and vocabulary mastery, although other skills such as listening, speaking, or writing could also appear depending on the material taught.

C. Research Questions

Based on the research background and the problems identified, the research questions of this study are formulated as follows:

1. How is the Student Teams Achievement Division (STAD) cooperative learning model implemented in English language learning at SMP Negeri Negeri 9 Huamual?
2. What challenges do teachers face in implementing STAD in English classes?

D. Research Purposes

Based on the research questions presented above, the objectives of this study are formulated as follows:

1. To examine the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in the English language learning process at SMP Negeri 9 Huamual.
2. To investigate the advantages of implementing the Student Teams Achievement Division (STAD) cooperative learning model.and the

challenges encountered by teachers during its implementation in English learning at SMP Negeri 9 Huamual.

E. Research Benefits

1. Theoretical Benefits

This study is expected to enrich the theoretical understanding of cooperative learning, particularly regarding the application of the Student Teams Achievement Division (STAD) model in junior high school English instruction. Furthermore, the findings are anticipated to expand the body of scholarly literature on the effectiveness of the STAD model in enhancing students' English language skills.

2. Practical Benefits

For Teachers: Providing alternative strategies that are engaging and collaborative to improve students' English language skills. For Students: Increasing motivation, active participation, and overall language proficiency. For Schools: Supports the improvement of English language learning quality through the implementation of more effective and contextual learning models. For Other Researchers: Serves as a reference or foundation for further research related to cooperative learning models in 3T areas (remote, frontier, and outer regions).

F. Research Terms

1. Student Teams Achievement Divisions (STAD)

STAD is a collaborative learning method introduced

by Robert E. Slavin, in which students are grouped into diverse teams to learn together and support each other in understanding the material. Each student is then evaluated individually, and the results contribute to the group's score.

2. **Cooperative Learning**

   A learning approach in which students cooperate in small groups with diverse abilities and backgrounds. The primary purpose is to strengthen academic performance, improve social competence, and encourage personal accountability among group members.

3. **English Learning Process**

   The learning process, which includes improving listening, speaking, reading, and writing skills in English, is carried out both inside and outside the classroom, applying various approaches and strategies in learning.