CHAPTER III

RESEARCH METHOD

A. Research Design

This study adopts a descriptive qualitative approach. According to Creswell and Poth (2018), qualitative research is grounded in the researcher's assumptions, experiences, and active engagement with the phenomenon being investigated. This perspective is consistent with the purpose of the present study, which is to provide a comprehensive and in-depth description of the STAD cooperative learning model's application in English teaching, student participation levels, encountered obstacles, and its overall impact on the learning process.

In this design, the researcher serves as the primary instrument a "human instrument" (Lincoln & Guba, 1985, p. 40) directly collecting, analyzing, and interpreting data.[55] This role necessitates the researcher's active presence in the field to deeply understand phenomena within their specific context, as Miles, Huberman, and Saldaña (2020) emphasize: "The researcher is the key instrument allowing for flexibility and the generation of richly textured data".[56]

[55] Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

[56] Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (edisi ke-4). Sage Publications.

B. Research Sources

1. Primary Data

Primary data is the main data obtained directly by researchers from original sources in the field, without going through intermediaries, through methods such as observation, interviews, and documentation. In this study, primary data was obtained directly from English teachers and eighth-grade students at SMP Negeri 9 Huamual through observation of the learning process, in-depth interviews about their experiences with STAD, and documentation of classroom activities such as photos and daily learning notes. This primary data is authentic, relevant, and up-to-date because the researcher was directly involved, providing an in-depth understanding of the application of the STAD model in the context of English language learning.[57]

2. Secondary Data

The Secondary data is supporting data obtained from existing sources, such as official documents, reports, or archives, which researchers collect to supplement primary data. In this study, secondary data consisted of supporting documents such as lesson plans (RPP), English subject syllabi, student evaluation results, and

[57] Suprayitno, E. (2023). *Peningkatan hasil belajar siswa pada mata pelajaran bahasa inggris melalui model pembelajaran kooperatif tipe stad di kelas ix.b smp negeri 1 jayapura*. *3*(1), 63–69. https://doi.org/10.51878/teacher.v3i1.2181

photographs of learning activities in the classroom. This secondary data serves to triangulate, verify facts, and provide additional context about the implementation of the STAD model in the daily learning process.[58]

3. Research Object

The subjects of the study were English teachers and eighth-grade students at Huamual Public Junior High School 9 in the 2025/2026 academic year. There were approximately 21 students per class with diverse sociocultural backgrounds, reflecting the ethnic and economic diversity of the region. English teachers were selected because they had direct experience in applying the STAD cooperative learning model during the teaching process.[59]

4. Sampling Technique

The technique used was purposive sampling, which is the deliberate selection of informants based on specific criteria relevant to the research objectives. The criteria included eighth-grade English teachers who had implemented STAD and students who actively participated in cooperative learning activities. This

[58] Sholeha, R., & muassomah, muassomah. (2021). *STAD Type Cooperative Learning Model in Learning Understanding Abilities in MTs Nurul Islam Lumajang*. *6*(1), 1–9. https://doi.org/10.18860/ABJ.V6I1.11230

[59] Khamphu, P., Tippalert, T., & Payoungkiattikun, W. (2024). Improving academic achievement in a science and technology course using stad cooperative learning for eighth grade students. *Journal of Industrial Education*. https://doi.org/10.55003/jie.23104

approach ensured that the data collected was rich, relevant, and representative to describe the phenomenon in depth.[60]

C. Research Location

1. Time

This study will be conducted over a one-month period, beginning in April 2026. This timeframe is expected to cover key stages, including initial observations of the STAD implementation, data collection through interviews and documentation, and an in-depth analysis of student participation and the challenges encountered. Data collection, coding of observational findings, analysis of the STAD model's implementation, and the writing of the final research report are included in this schedule. A three-month duration was chosen as it is considered sufficient to conduct an in-depth and systematic analysis based on a qualitative approach.

2. Place

This research was conducted in a flexible environment, not limited to a specific physical location. As it is a qualitative study that focuses on observation and documentation in the field, all research activities such as data collection through classroom observation, interviews with teachers and students, and document analysis can be

[60] Soliha, H. A., Fauzi, C., Rezeki, Y. S., & Apriliana, L. (2023). Stad technique to improve reading comprehension in recount text. *Language and Education Journal*, *8*(2), 79–87. https://doi.org/10.52237/lej.v8i2.433

carried out in various locations, as long as there is access to the research subjects at SMP Negeri 9 Huamual.

The research sites include the school as the main location for observation, classrooms for documenting STAD activities, the teachers' office for interviews, and the researcher's home or library for the data analysis and report writing stages. This flexibility allows for efficient management of time and resources while maintaining academic rigor and the quality of qualitative studies.

D. Research Collection

He methods used in data collection include:

1. Observation

Observations were conducted to directly observe the implementation of the STAD model in the classroom, including student activities, teacher roles, and group dynamics during the English learning process. This method allows researchers to record in real time the interactions between students in learning groups, teacher teaching strategies, and student responses to STAD cooperative tasks. Participant and non-participant observations were applied to obtain authentic data on the effectiveness of the model's implementation and the obstacles that arose in the field.[61]

2. Interviews

[61] Jundi, M., Fitriani, L., & Aquil, A. (2023). *Collaborative learning: boosting qawaid mastery with stad model*. https://doi.org/10.24952/thariqahilmiah.v11i1.7639

Semi-structured interviews were conducted with teachers and students to explore their views, experiences, and perceptions of the application of the STAD model in English language learning. This semi-structured approach allowed for flexibility in exploring in-depth topics such as the benefits of STAD, the challenges faced, and suggestions for improvement from the perspectives of teachers and students. Individual and small group interviews were designed to obtain rich qualitative data on student participation, group dynamics, and the impact of the model on learning motivation.[62]

3. Documentation

Documentation was carried out by collecting supporting data such as lesson plans, student worksheets, test results, and photos and videos of the learning process. As stated by Sugiyono (2019), "Documentation is a method of collecting data through written records, images, or electronic recordings that are authentic" (p. 220).[63] This method ensures data triangulation through visual and written evidence of STAD implementation, including group formation, task activities, and individual student evaluations. These documents provide chronological context and verification of observation and interview findings (Creswell & Poth, 2018, p. 185).

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[62] Amponsah, S., & Wyk, M. M. van. (2020). *STAD Cooperative Pedagogy in Teaching English First Additional Language in KwaZulu-Natal Secondary Schools*. *3*(2), 47–64. https://doi.org/10.4018/IJTEPD.2020070104

[63] Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.

Documentation collection includes school archives, student portfolios, and multimedia recordings for in-depth analysis of the cooperative learning process and outcomes.

4. Research Instruments

Research instruments for studying STAD (Student Teams-Achievement Divisions) learning are essential tools to systematically collect data on teaching and learning processes. These instruments ensure reliable observation of collaborative group work, individual accountability, and overall classroom dynamics in this cooperative learning model.[64]

1. Observation Guidelines

Observation guidelines in STAD focus on recording structured activities like team teaching, individual quizzes, and group discussions to assess student interactions and teacher facilitation. Teachers and observers note behaviors such as contribution to group tasks, time management, problem-solving, and peer support using checklists or rating scales. These guidelines help evaluate how STAD promotes positive interdependence and skill improvement.[65]

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[64] Aufa, M., & Haq, A. L. A. (2020). Pengaruh Model Student Teams Achivement Division (STAD) Terhadap Prestasi Belajar Siswa. *Edukasi*, *12*(2), 77–84. https://doi.org/10.31603/EDUKASI.V12I2.4093

[65] Nugroho, W. S., & Cendana, W. (2023). Model Pengkajian Kolaboratif Tipe STAD (Divisi Pencapaian Tim Siswa) di Sekolah Dasar. *Collase (Creative of Learning Students Elementary Education)*, *6*(4), 649–653. https://doi.org/10.22460/collase.v6i4.17539

2. Interview Guidelines

Interview guidelines involve semi-structured questions to probe teachers' and students' experiences, such as challenges in forming heterogeneous teams or opinions on quiz scoring for team rewards. Open-ended prompts explore perceived benefits like increased motivation and obstacles like unequal participation. Responses provide qualitative insights into STAD's effectiveness beyond quantitative measures.[66]

3. Documentation Examples

Documentation includes lesson plans outlining STAD cycles (teach, team study, test, team score), learning outcome records from individual and team assessments, and photos or videos capturing group work and celebrations. These artifacts offer triangulated evidence of implementation fidelity. They support analysis of STAD's impact on achievement and social skills.[67]

5. Data Validity

To ensure data validity, this study employs the following strategies: Source Triangulation: comparing data from teachers, students, and documents.Technique Triangulation: combining

[66] Aksa, M. F. F., Cahyani, M. G., & Damayanti, A. T. (2023). Cooperative learning strategy type STAD for economic business in SMK Bhakti Bangsa. *Curricula: Journal of Teaching and Learning*. https://doi.org/10.17509/curricula.v2i2.63748

[67] Putri, J. P., Egok, A. S., & Frima, A. (2023). Penerapan Model Pembelajaran Student Team Achievement Division. *Journal of Elemantary School*, *6*(2), 240–249. https://doi.org/10.31539/joes.v6i2.6571

observation, interviews, and documentation. Member Check: confirming interview results with informants to enhance data validity.

E. Data Analysis

The data was analyzed using Miles & Huberman's interactive analysis technique, which consists of the following stages:

1. Data Reduction

Data reduction involves filtering and simplifying relevant data from sources such as observations and interviews, focusing on key points related to STAD learning. This process summarizes findings to make them more structured and easier to analyze.[68]

2. Data Presentation

Data presentation displays results in the form of narratives, tables, or diagrams to visualize patterns and relationships between data. This format facilitates comprehensive understanding before drawing conclusions.[69]

3. Conclusion Drawing

Conclusion drawing compiles patterns, themes, and meanings from the data to accurately answer research questions. This stage is iterative, with continuous verification to improve reliability.

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[68] Sriana, J., & Sujarwo, S. (2022). Analisis model pembelajaran kooperatif tipe stad dalam meningkatkan hasil belajar siswa. *Pedagogi : Jurnal Ilmiah Pendidikan*, *8*(1), 39–51. https://doi.org/10.47662/pedagogi.v8i1.245

[69] Alsawayfa, F. (2025). *Presentation of Data*. 35–69. https://doi.org/10.1163/9789004736993_003

4. Research Procedure

The research procedure was carried out in three main stages:

a. The preparation stage includes developing research instruments such as observation and interview guidelines, requesting permission from schools, and preparing observation schedules. These activities lay a solid foundation before fieldwork begins.

b. The implementation stage includes direct observation in classrooms, interviews with teachers and students, and collecting relevant documents such as STAD lesson plans. This process collects comprehensive primary and secondary data.

c. He analysis stage processes data through data reduction, data presentation, and drawing conclusions according to the Miles & Huberman (1994) interactive model. This approach produces credible and actionable findings.[70]

5. Ethical Considerations

The research was conducted with consideration for research ethics, including:

a. Obtaining official permission from the school.
b. Maintaining the confidentiality of student identities.
c. Using data solely for academic purposes.
d. Ensuring that teacher and student participation is voluntary.

[70] Fabella, I. R. & Rosnawati. (2022). Scientific approach with cooperative settings STAD: Effective teacher strategy in terms of student achievement and learning motivation. *Nucleation and Atmospheric Aerosols*. https://doi.org/10.1063/5.0109729