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**THE COMPARATIVE STUDY BETWEEN THE STUDENTS' MASTERY ON
"PARTS OF SPEECH" WITH AND WITHOUT STUDENT TEAMS-
ACHIEVEMENT DIVISION (STAD) MODEL AT THE FIRST CLASS
STUDENTS OF *MTS UMMUL QURO PANGURAGAN-CIREBON***

A THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State
Institute for Islamic Studies In partial fulfillment of the requirements of Islamic scholar
degree in English Education



DEDE LYSTIANI
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2012



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PREFACE

In the name of Allah, most gracious and most merciful, all praises and thankfulness be to Allah. Because of God's permission, the writer has been able to finish this Thesis. May invocation and safety always be given to the prophet Muhammad SAW (Peace be upon him), his colleagues, and followers up to the end of the world.

The title of the Thesis is **“THE COMPARATIVE STUDY BETWEEN STUDENTS’ MASTERY ON “PARTS OF SPEECH” WITH AND WITHOUT USING STUDENT-TEAMS ACHIEVEMENT DISSECTION (STAD) MODEL AT THE FIRST CLASS STUDENTS OF MTS UMMUL QURO PANGURAGAN-CIREBON”** is submitted to fulfill one of the requirements for achieving the Graduate Degree at the English Department of *Tarbiyah* Faculty of *Syekh Nurjati State Institute for Islamic Studies Cirebon*.

In writing the Thesis, there are many people who have participated, support, helped, and advised. So, on this opportunity, the writer would like to express the sincerity and profound thankfulness to:

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7. My Parents and my two older brother.
8. All friends that cannot be mentioned one by one for their motivations.

The writer realizes that the Thesis is still far from being perfect and there are many mistakes both in the arrangement and in the content of the Thesis. Accordingly, any comments and suggestions given by the reader would happily welcome.

Hopefully, the Thesis will be useful for the readers especially, for the writer herself and also for the students of *IAIN Syekh Nurjati Cirebon*.

Cirebon, on July 9, 2012

The Writer,



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ABSTRACT

DEDE LYSTIANI : *The Comparative Study between Students' Mastery on "Parts of Speech" with and without using Student-Teams Achievement Division (STAD) model at the first class students of MTs Ummul Quro Panguragan-Cirebon.*

The background of problem the students' mastery on "Parts of Speech" with using Student-Teams Achievement Division (STAD) model because of in the preparation of grammatical structure into four skills that is consist of speaking, listening, reading, and writing, all of them are more using conservative method that is individual task basically. The teaching and learning is more simple or to the point explanation, and knowledge of a language involves the ability to read and render an accurate translation. Student-Teams Achievement Division (STAD) model is to measure the students learning outcomes in group, in this method the students can interact with their friends, so they can motivate the others in a team to explore their potentions to make their groups to be a best group.

The aims of research are to get the data about the students' mastery on "Parts of Speech" with using Student-Teams Achievement Division (STAD) model, to get the data about the students' mastery on "Parts of Speech" without using Student-Teams Achievement Division (STAD) model, to get the data about the positive and significant comparison between students' mastery on "Parts of Speech" with and without using Student-Teams Achievement Division (STAD) model.

In the learning process, the first step in the implementation phase is the students was given the Pretest, after that the students was given the treatment (with using Student-Teams Achievement Division (STAD) model) and the last step is the students was given the Posttest.

The method of research is quantitative approach by the technique of collecting data is test. The population of research is 60 students of the first students of *MTs Ummul Quro Panguragan*, and for the taking sample use *the cluster randomized sampling* where for experimental (with using Student-Teams Achievement Division (STAD) model) and control class (wihout using Student-Teams Achievement Division (STAD) model) is same number, that is 30 students. Then the data within the normality and homogeinity test, and for the hypothesis analysis use T test.

The result of the research is the students' mastery on "Parts of Speech" of experimental class is **55.7**, the students' mastery on "Parts of Speech" control class is **53**, and there is positive and significant comparison between students' mastery on "Parts of Speech" with and without using Student-Teams Achievement Division (STAD). It supported by the absolute value of the obtained $t_{obs} (3.46) > t_{table} (2.00)$. So, $H_a > H_0$. It means that H_a is accepted and H_0 is rejected.



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CHAPTER I

INTRODUCTION

A. The Background of Problem

In this study, the researcher attempts to measure the significance of using Student-Teams Achievement Division (model) to the students' mastery on "parts of speech" at the first class students of *MTs Ummul Quro Panguragan-Cirebon*.

In the study English as a foreign language, grammar is a part of component of language and it is a part of general knowledge. Learning grammar is very important because in grammar we recognize a set of rules for forming words and making sentences. Learning grammar will become consciously aware of things that have been doing since you were a baby (combining verbs with subjects and objects), understand the basic pattern in our grammar (Hudson, 2003:15). Part of English grammar is the classification of words in terms word classes or parts of speech. Before the students are learned classify the words,construct a sentence or a phrase, combine sentences, correct errors,write paragraphs or text, an etc, they are introduced with basic of grammar, that is "Parts of Speech".

Parts of speech or words classes is very important for learning grammar because it is a basic composition or foundation (words) to construct a sentence, phrase, paragraph, or text. Parts of speech are devided into two



subcategories (open class and closed class). Open class is contains of noun, verb, adjective and adverb. And closed class is contains of prepositions, determiners, pronoun, conjunctions, auxiliary verb, particle, and numerals, an etc. Globally, there are eight of parts of speech, they are: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. In this term, sometimes the students are confuseto determine parts of speech, for example: Between “Beautiful” with “Beauty”. The students saythat “Beauty” means “cantik (beatifull)” not “kecantikan”.

Preparation of grammatical structure into four skills that is consist of speaking, listening, reading, and writing, all of them are more using conservative methodthat is individual task basically. The teaching and learning is more simple or to the point explanation, and knowledgeof a language involves the ability to read and render an accurate translation.In language teaching, knowledge of the grammar is viewed as a setof rules (Purpura, 2004: 15).

Student-TeamsAchievement Division (STAD) model can be used as an alternative methodin increasing students’ mastery on “parts of speech” in order that students can maximize their potentions to achieve the better outcomes.Student-Teams Achievement Division (STAD) model is a kind of cooperative learning. This method used for the first step for the teachers that use cooperative approach. Student-Teams Achievement Division (STAD) model is used to measure the outcomes in groups, and to motivates the



students in a team to explore their potentions to make their groups to be a best group.

In the Student-Teams Achievement Division (STAD) model, team is the most important part, because they are study (play) in a team. They compete to win their team in order that their team to be a best team by the highest score or points. In this method, the students are able to interact with others, so they can give motivations each other (Slavin, 2005:144).

Sharan and Shachar (1988:10) said that the children who worked in the cooperative groups had opportunities to practise using different verbal and cognitive strategies they had heard their teachers use as part of the teaching and learning process in their classrooms. When children work together on group tasks, they often provide information, prompts, reminders and encouragement to others' requests for help or perceived need for help (Gillies and Ashman, 1998:11).

B. The Identification of Problem

The problem in this research is classified into the following sections:

1. The Field of The Research

The field of the research of this Thesis is Method of Teaching

2. The Kinds of Problem

The Kinds of problem in this research are:

- a. The students can't determine parts of speech or word classes
- b. The students can't construct a sentence, phrase or paragraph in a text



c. The teacher does not give an effective method of teaching for the students on “Parts of speech”

3. The Main of the problem

The learning outcome is not good in the teaching and learning “Parts of speech”.

C. The Limitation of Problem

The Limitation of The Problem of this Thesis:

The Method of teaching and learning “Parts of speech” is not effective.

D. The Questions of the Research

1. How is the students’ mastery on “Parts of Speech” with using Student Teams Achievement Division (STAD) model?
2. How is the students’ mastery on “Parts of Speech” without using Student Teams Achievement Division (STAD) model?
3. Is there any positive and significant Comparison of the students’ mastery on “Parts of Speech” with and without using Student Teams Achievement Division (STAD) model?

E. The aims of Research

1. To get the data about the students’ mastery on “Parts of Speech” with using Student Teams Achievement Division (STAD) model.

2. To get the data about the students' mastery on "Parts of Speech" without using Student Teams Achievement Division (STAD) model.
3. To get the data about the positive and significant Comparison between the students' mastery on "Parts of Speech" with and without using Student Teams Achievement Division (STAD) model.

F. The Uses of Research

The Research product hoped to be able to give a knowledge about grammar especially "Parts of speech" completely for the students, and this study can be a reflection for the teacher to increase the quality of teaching and learning in the classroom. And this study also can be a reference for the researchers that want to make the next study about Student-Teams Achievement Division (STAD) model.





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