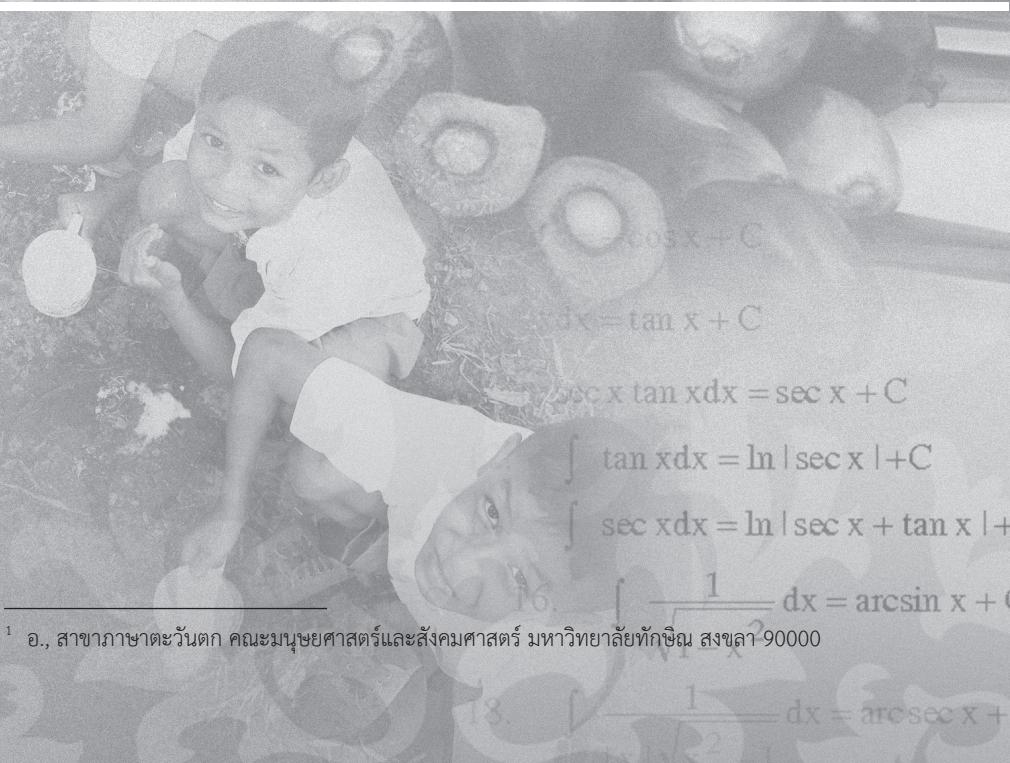


ผลของการเรียนแบบร่วมมือที่ใช้เทคนิค แบ่งกลุ่มผลสัมฤทธิ์ที่มีต่อผลการเรียนรู้ ไวยากรณ์ภาษาอังกฤษของนิสิตปริญญาตรี มหาวิทยาลัยทักษิณ

The Effects of Cooperative Learning Using
Student-Teams-Achievement Division (STAD) Technique
on the Undergraduate Students' Learning Outcome
of English Grammar at Thaksin University

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อเปรียบเทียบความ สามารถด้านไวยากรณ์ภาษาอังกฤษของนิสิต ก่อนและหลังได้รับการสอนโดยใช้เทคนิคการแบ่งกลุ่มผลลัพธ์และเพื่อศึกษา ทัศนคติของนิสิตที่มีต่อเทคนิคการแบ่งกลุ่มผลลัพธ์ กลุ่มตัวอย่าง คือ นิสิตระดับปริญญาตรี จำนวน 26 คน ที่ลงทะเบียนเรียน วิชาภาษาอังกฤษทั่วไป 3 ในภาคเรียนที่ 2 ปีการศึกษา 2556 เครื่องมือที่ใช้ คือ แบบทดสอบไวยากรณ์ แบบทดสอบย่อและแบบสอบถาม เก็บข้อมูล จากแบบทดสอบไวยากรณ์ แบบทดสอบย่อและแบบสอบถาม ข้อมูลเชิงปริมาณวิเคราะห์ และนำเสนอโดยใช้ค่าร้อยละและค่าเฉลี่ย เปรียบเทียบค่าเฉลี่ยของคะแนนของนิสิตก่อนและ หลังโดยใช้ t-test ส่วนข้อมูลเชิงคุณภาพวิเคราะห์นำข้อมูลมาจัดกลุ่มแล้วรายงานผล ในลักษณะเชิงบรรยาย ผลการวิจัยพบว่า ความสามารถด้านไวยากรณ์ภาษาอังกฤษของนิสิต ระดับปริญญาตรีที่เรียนแบบร่วมมือโดยใช้เทคนิคการแบ่งกลุ่มผลลัพธ์หลังเรียนมีความ แตกต่างอย่างมีนัยสำคัญ ทางสถิติที่ระดับ 0.01 และทัศนคติของนิสิตที่มีต่อเทคนิคการสอน แบบการสอนโดยใช้เทคนิคการแบ่งกลุ่มผลลัพธ์ ซึ่งให้เห็นว่ามีทัศนคติทางบวก

คำสำคัญ : เทคนิคแบ่งกลุ่มผลลัพธ์ ไวยากรณ์ภาษาอังกฤษ

Abstract

The aims of the study were (1) to compare the students' English grammar ability before and after being taught with using STAD technique and (2) to study their attitudes towards to the use of STAD technique. The samples were 26 undergraduate students who registered General English 3, in the 2nd semester of the 2013 academic year. The instruments were grammar tests, quizzes, questionnaire. Data were collected from grammar tests, quizzes and questionnaire. The quantitative data were analyzed and presented in the percentage and means. The qualitative data were grouped and concluded in the form of a descriptive report. The results found that the students' English grammar ability after being taught with STAD was significantly different

at the 0.01 level. And the subjects' attitudes towards to the use of STAD technique indicated positive.

Keywords : Student-Teams-Achievement Division (STAD), English Grammar

Introduction

According to English language instruction, language skills and language components are both related. That is, language skills are divided into listening, speaking, reading and writing while language components of English language are vocabulary, pronunciation and grammar.

Grammar is one of the components of English language instruction, which is commonly emphasized in most of the education field. Without grammar the communication cannot be conveyed correctly. Therefore, grammar plays a vital role in language teaching and learning. It can help students to learn language more quickly and more efficiently especially for the foreign language learning. Furthermore, it is important to learn grammar use in studying English as it can support the students to be able to produce language well.

By considering the importance of grammar itself, the English teacher as a facilitator of teaching and learning processes in language classroom has a vital role to improve or enhance the students' grammar achievement. To make students become active, teacher should apply appropriate methods or techniques in the learning process, because the effective technique can have students reach the students' learning outcome or success in their learning.

At present, General English 1-3 courses written in general education curriculum are used as a compulsory course for undergraduate students at Thaksin University. The English grammar is provided to have undergraduate students learn in every unit of the English lessons. In fact, most students don't reach that goal.

Then, the teacher needs to search for the effective method for teaching grammar. Based on the results of the preliminary research that was conducted by many researchers, cooperative learning are viewed as an effective teaching methodology.

The cooperative learning was considered for the study because of two reasons. Firstly, cooperative learning corresponds to the educational reform which stated that learning and teaching should be based on the learner-centered approach. Slavin [1-2] claims that cooperative learning is considered a teaching method underlying learner-centered approach. In the cooperative learning classroom, students are encouraged to help each other, to discuss and argue with each other, to assess each other's knowledge and fulfill each other's understanding and their goals. Furthermore, Arnold [3] states that cooperative learning is beneficial because it requires more learner-centeredness and learner direction in the classroom. When students work together, they provide each other with the kind of support that is usually provided by the teacher. In addition, the teacher needs to provide students with an opportunity for learning, guide, and to support throughout the learning process. Secondly, cooperative learning is proper for a language classroom which has students with diverse abilities.

In the cooperative learning classroom, students work as a team in order to achieve each individual's goals successfully. Cooperative learning gives students opportunities to work in a small group and share idea among members of the group. Each member has a different level of knowledge and skills and is responsible for reaching the team goal in learning. Also, cooperative learning encourages students to learn and they encourage their classmates to learn as well. The level of performance of students is not a problem in the cooperative learning classroom because they do not have to compete with their classmates. They only have to do better in order to improve their own learning. The aim of cooperative learning is not only for the benefit of

high-achievers, but for everyone to learn and improve their performance [1-2]. If students can do better, they are proud of their performance and motivated to learn more and do better in team in the next time.

Slavin [1-2] states that cooperative learning promotes individual learning because each student should perform better and this promotes the team's learning as well. In the cooperative learning classroom, students are divided into groups by mixing their abilities. Then, each student has the shared goal of improving their own learning and encouraging their classmates' learning. Success of one student is not the goal of learning; the success of all students is the goal of cooperative learning [1-2].

There are many techniques in cooperative learning methods. Student Teams Achievement Division (STAD) is one of the cooperative learning methods developed by Slavin [1-2]. STAD has been selected to promote students' English learning achievement in this study. In STAD, students work in mixed-ability teams and they have to help each other with their learning. In addition, STAD consists of five components which can be usefully fulfilled in the classroom. Each component of STAD gives students the opportunity to practice in order to be autonomous and help them in learning. However, there are numerous studies which claim the effectiveness of STAD on students' English learning achievement. Also, researchers or practitioners find significant differences between STAD and other instructional methods in the EFL classroom.

As stated by Slavin [1-2] cooperative learning is an instructional program in which students work in small groups to help one another master academic content. To promote students' English grammar achievement, it is necessary to find an effective technique which can promote all of the students' language and social skills. STAD is one of the simplest cooperative learning methods and designed for teaching in many subject areas. Moreover, it is adaptable and can be used in grades two through twelve [1-2]. Thus, STAD is appropriate

for teaching English language to students, especially those students who need encouragement in their English learning achievement.

To understand the STAD components more clearly, next section will summarize its uses and characteristics as follows

Five components of STAD in the classroom

STAD was developed by Slavin [1-2] and has been used in different subject areas as language arts, social studies, mathematics and science. STAD is also implemented in ESL and EFL areas to develop learners' language skills [4]. In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender of subjects and ethnicity. [1-2] points out that STAD consists of five major components: class presentations, teams, quizzes, individual improvement scores, and team recognition. The details of each component are discussed as follows:

Class presentations

This component is mainly demonstrated by the teacher. Materials are presented and explained to students; however, the students must always realize that they must pay careful attention because the learning content will be presented on the worksheet that they will be assigned in the next component.

Teams

Students are divided into groups of four or five of heterogeneous academic achievement, sex, and race or ethnicity. This component is important because it prepares students to do well on the quizzes. All teammates learn the materials or worksheets together and need to explain them to each

other carefully. Students must ensure that all members understand the material thoroughly before doing the quizzes. If students have questions, the teacher will act as a facilitator to explain those questions. However, students have to make sure that nobody in the group can answer the questions before asking the teacher.

Quizzes

After learning the material or worksheet, students take individual quizzes and they cannot help each other. This component presents individual accountability that each student is responsible for learning the material and working on the worksheet attentively. If every member in the group gets higher scores than previously, this will possibly help the team to improve their scores in the next component.

Individual improvement scores

The idea behind this component is that each student has a performance goal to work harder and better than in the past. All students can improve the team scores if they do better in the quizzes. Students at all levels of achievement: high, average, or low, have equal opportunities to work for the team. However, each student has a base score deriving from their score on their last performance. When the quiz scores exceed their base scores, they earn the points for their team. The individual improvement scores are added together and divided by the number of person in the group.

Team recognition

Team gets a reward if the team's average scores satisfy the criteria. Teacher need to create how to reward successful groups. However, this component

does not mainly focus on the award; it rather focuses on the recognition of the students' accomplishment. Thus, students will realize the value of working in team and help their teammates to understand the lessons.

Related Research on using STAD technique

There are numerous research have proved the effectiveness of the use of cooperative learning methods on students' English language learning [5-8]. For instance, Wichadee [9] study the effects of cooperative learning on English reading skill development of 40 first-year students at BU, survey the students' attitudes towards cooperative learning method used in English classroom, and examine their cooperative learning behaviors. A Student Teams-Achievement Divisions (STAD) program was used with the subject group over an eight-week period. Results indicate that the students obtained higher reading comprehension scores for the post-test than the pre-test scores at the .05 level of significance. As to their attitudes towards cooperative learning, the findings indicate that most students rated cooperative learning moderately positive. Also, assessment forms show they performed good cooperative learning behaviors in their tasks.

Jureeporn [10] investigated the effects of using STAD technique of cooperative learning method on English Reading Comprehension of the second year students at Thaksin University, Phatthalung Campus, studied the students' attitudes towards STAD technique employed in language classroom, and studied the students' social skills through working in groups. The samples were 47 second year students taking English for Health Science (0115202) in the second semester of academic year 2009. A STAD technique was used with the subject group over eight-weeks. The research instruments used were 1) English Reading Comprehension Test used as a pre and post-test, 2) Eight English Reading Comprehension Lesson plans using Cooperative learning

technique, 3) a questionnaire on students' attitudes towards cooperative learning technique, 4) the social skills self-assessment form employed to encourage students to monitor their social skills through working in groups. A t-test dependent was used to analyze research data and to compare students' English reading comprehension before and after being taught with the STAD technique. In addition, the mean and standard deviation were utilized to examine the students' attitudes towards STAD technique and their social skills through working in groups. The findings of the study indicate that after being taught with the STAD technique, students' English reading comprehension was significant higher at the 0.01. The students' attitudes towards cooperative learning technique were rated in highly positive. In addition, the students' social skills were developed through working in groups. Jalilifar [11] investigated the impact of Student Team Achievement Divisions (STAD) and Group Investigation (GI), which are two techniques of Cooperative Learning, on students' reading comprehension achievement of English as a Foreign Language (EFL). After administering an English Language Proficiency test 90 homogeneous pre-intermediate female college students were selected, and they were randomly assigned to three groups: two experimental and one control. The experimental groups (A and B) received instruction according to STAD and GI techniques respectively whereas the control group was instructed via the Conventional Instruction (CI) technique which followed an individualistic instructional approach based on the exercises in their regular textbook. A post-test was administered, and its results were analyzed through a one-way ANOVA and post hoc Scheffe statistics. The results revealed that STAD is a more effective technique in improving EFL reading comprehension achievement whereas GI and CI did not enhance reading comprehension significantly. Team rewards, as one of the central concepts of STAD, may have a strong impact on learners' performance in reading comprehension.

According to Najamuddin [12], the study is designed to improve the students' reading comprehension achievement by implementing cooperative STAD method. In Students Team-Achievement Division (STAD) activity, students are assigned to four member learning teams that are mixed in performance level, achievement, skills, and sex. The study employs Collaborative Classroom Action Research (CAR) in two cycles, in which the researcher is assisted by a collaborative teacher in conducting the study. The study is conducted in a single class that consists of forty two students as the subjects of the research. The procedure of the research consists of four main steps: planning, implementing, observing and reflecting. To collect the data, the researcher used some instruments such as questionnaire, observation sheets, field notes, and students' reading test. The findings of the study show that implementing cooperative STAD method in the teaching of reading comprehension is effective in improving the students' reading comprehension.

The findings of the study above indicated that implementing cooperative STAD method in the teaching of reading comprehension is effective in improving the students' reading comprehension. However, in term of grammar instruction, STAD can be employed as effective techniques as well. For instance, Sasikarn [13] evaluated grammar ability of university students exposed to cooperative learning's STAD technique, and assessed the students' opinions towards the teaching technique. The target group comprised 25 first year students majoring in Business English (regular curriculum) who were purposively sampled from those signing up for 422 101 Structure and Usage of Business English, offered at Khon Kean University's Faculty of Humanities and Social Sciences in the first semester of the 2007 academic year. The findings are as follows: (1) the grammar ability of the students exposed to cooperative learning's STAD technique as determined from the pretests and posttests was significant different at the 0.05 level. (2) the survey of the

students' opinions towards this technique revealed that the class had a friendly environment. The students interacted within the group. They had motivation and determination. The responds were proud of themselves and gained self-esteem for making contribution to their teams 'success. The teaching technique helped them enjoy the class. Moreover, it improved their knowledge and understanding of English grammar.

Duangkamon [14] investigated the effects of the cooperative groups as Communicative Language Teaching (CLT) techniques used to involve students in grammatical correction and revision in Suan Sunandha Rajabhat university, Thailand. It was a quasi-experimental study and the purpose was to 1) compare the academic achievements of the students with the 70% attainment target during their participating in cooperative groups as CLT techniques used for grammatical correction and revision and 2) explore the attitudes of the students after their participating in cooperative groups used for grammatical correction and revision. The sample of the study comprised of 38 sophomores attending an English linguistics course in the Faculty of Education in a Rajabhat university, Bangkok. Three formative tests on grammatical structures, error identification and writing correction, were developed and given, two of which during instruction and one at the end of it, to measure to what extend the students progressed towards the 70% attainment target. Summative journal writing was developed and asked the students about their opinions towards experiences within class groupings. The scores in tests given were then analyzed by mean score, standard deviation and t-test, and students' responses in writing were summarized and categorized to identify key patterns and relate them to pre-specified areas. The results revealed a low diversity of test scores on error identification and a higher one on writing correction. These reflected the use of cooperative groups as CLT techniques raises grammatical awareness of language learners to attend, recognize and focus

on meaningful pattern, but not yet ability to produce language for communicative purposes. Their opinions towards experiences within class grouping were found to be satisfactory, namely in responsibility for contributing a fair share to group's success, and putting the formal language of the discipline into the informal language students use, respectively.

It can be seen that a number of research study have been done by Thai and foreign researchers focused on STAD technique used as effective approach for language teaching. [15-16].

The reviews showed that very few research studies have investigated the effectiveness of cooperative learning using Student-Teams-Achievement Division (STAD) Technique on the Undergraduate Students' Learning Outcome of English Grammar in the tertiary setting. A strong relationship between cooperative learning methods and higher achievement as well as greater positive attitude towards this STAD technique shown in the literature supports the following hypotheses:

Purposes of the Study

The purposes of this study were (1) to compare the students' English grammar ability before and after being taught by cooperative learning using STAD technique; and (2) to study the students' attitudes towards the use of STAD technique in the English language classroom

Hypothesis of the Study

The hypotheses to be investigated are:

1. The undergraduate students in this study will obtain higher scores in the posttest after being taught by using the STAD technique.
2. The undergraduate students in this study will have positive attitudes

towards to the use of STAD technique and these perceptions will support the use of the STAD method in the English language classroom.

Research Questions

1. To what extent do the students improve their English grammar achievement after being taught through STAD technique in cooperative learning method?
2. To what extent do the students have positive attitudes towards the use of STAD technique in English language classroom?

Research Methodology

This research is one-group pre-test and post-test design.

Participants

The population of this study was ninety-nine students who registered in General English 3. The 26 samples were purposively selected. The data were collected from 26 undergraduate students at Thaksin University, Phatthalung campus. All of them enrolled in required General English III Course of 3 credits in the second semester of 2013 academic year. Eight weeks were employed for the study using STAD technique to teach English grammar.

Research Instruments

Three types of instruments were used in the study: 1) the pre-test and post-test grammar achievement; 2) Quizzes were used after learning with STAD technique; 3) questionnaire was employed to study the participants' perspectives towards STAD technique.

Data Collection

The steps of data collection are as follows:

After selecting one class of the undergraduate students in the second semester of academic year 2013, the pre-test was administrated to the participants. The study was conducted over three periods. The total time of eight weeks was from November to December, 2013. The participants were taught English grammar lessons using the cooperative learning method through STAD technique. And after being trained with STAD technique, the participants were encouraged to do quizzes. After conducting the study, the post-test was administered to the participants. Then, they were required to answer the questionnaire used to study their attitudes towards STAD technique.

Data Analysis

There are two main variables in this study. The independent variable is teaching English grammar through STAD technique of the cooperative learning method. The dependent variables are as follows: 1) Scores on the pre-and post-test grammar achievement; and 2) Scores on the participants responding the questionnaire towards STAD technique. The data in this study was analyzed by using the SPSS/PC Program.

Research question 1: To what extent do the students improve their English grammar achievement after be taught through STAD technique in cooperative learning methods?

Table 1 Means of the pre-and post-test of the students' English grammar achievement

Test	N	\bar{X}	S.D
Pre-test	26	16.15	2.09
Post-test	26	24.50	2.25

*significantly at $p=<0.01$ level

The results shown in Table 1 indicated that the mean of the post-test is higher than that of the pre-test. The findings supported the effectiveness of learning English grammar through STAD technique. Then, the students' English grammar achievement improved significantly after being taught through STAD technique.

Research question 2: To what extent do the students have positive attitudes towards STAD technique?

Table 2 Descriptive Means of Students' Attitudes towards STAD technique

Statements	Strongly Agree 5	Somewhat Agree 4	Neutral 3	Somewhat disagree 2	Strongly disagree 1
1. This STAD technique helps me reduce my anxiety when learning grammar points.	4.68	0.32	0.00	0.00	0.00
2. This STAD technique encourages me to help each other	4.55	0.30	0.15	0.00	0.00
3. This STAD technique enables me make use of working process.	4.67	0.33	0.00	0.00	0.00
4. This STAD technique enables me to participating in making decision and solving problem when learning grammar.	4.85	0.15	0.00	0.00	0.00

Table 2 Descriptive Means of Students' Attitudes towards STAD technique (Continued)

Statements	Strongly Agree 5	Somewhat Agree 4	Neutral 3	Somewhat disagree 2	Strongly disagree 1
5. This STAD technique teaches me how to be a good leader and good members of the group.	4.35	0.35	0.30	0.00	0.00
6. I feel actively involved in all working process when learning grammar points with my peers.	4.59	0.41	0.00	0.00	0.00
7. This STAD technique promote everyone to help each other to get the group's goal.	4.73	0.27	0.00	0.00	0.00
8. This STAD technique enriches a good relationship among group members.	4.59	0.41	0.00	0.00	0.00

Table 2 Descriptive Means of Students' Attitudes towards STAD technique (Continued)

Statements	Strongly Agree 5	Somewhat Agree 4	Neutral 3	Somewhat disagree 2	Strongly disagree 1
9. The grammar lessons become more interesting and challenging for me while learning grammar points in group.	4.75	0.25	0.00	0.00	0.00
10. I feel intellectually challenged when sharing my learning strategies in grammar points with my peers.	4.58	0.32	0.10	0.00	0.00
Total	4.63	0.31	0.06	0.00	0.00

According to the questionnaires got from the undergraduate students, the data presents the positive attitudes towards STAD technique.

Mean levels :	1.00-1.80 = minimally agree
	1.81-2.60 = basically agree,
	2.61-3.40 = neutral
	3.41-4.20 = moderately agree
	4.21-5.00 = highly agree

Table 2 indicates the students' attitudes toward STAD technique in Cooperative Learning Method. According to item 1, students highly agreed that STAD technique helps them reduce their anxiety when learning new thing. Item 2 shows STAD technique encourages students to help each other when learning grammar. Item 3, the students rated at highly agree level. It means that the students think the STAD technique enables them make use of working process. Item 4 shows students highly agree that STAD technique enables them to participating in making decision and solving problem when learning grammar. Item 5 indicates the students highly agree that the STAD technique teaches them how to be a good leader and good members of the group. Item 6 shows the students highly agree that they feel actively involved in all working process when learning grammar points with their peers. Item 7, the students highly agree that the STAD technique promote everyone to help each other to get the group's goal. Item 8, the students highly agreed, they think that STAD technique enriches a good relationship among group members. Item 9, the students rated highly agree. This means they think the grammar lessons become more interesting and challenging for me while learning grammar points in group. According to item 10, the students feel intellectually challenged when sharing my learning strategies in grammar points with their peers.

Discussion

The results of this study positively answered the two the research questions. It can be concluded that the use of the STAD can enhance the undergraduate students' English grammar ability in learning General III. In addition, the undergraduate students had positive attitude towards learning English grammar with STAD in cooperative learning method.

The findings that supported the research questions in this study favored STAD as a powerful instructional technique to replace the long-existing Grammar Translation. Therefore, STAD could reach the positive effects in English grammar instruction. As indicated by [17] cooperative learning provided for main advantages for English language classroom: 1) group work generated interactive language 2) group work offered an embracing affective climate and 3) group work promoted learner responsibility and autonomy and group work was a step towards individualized instruction.

Conclusion

On the basis of results of this study, STAD as cooperative teaching methods had some positive effects on the following points. Interaction in small groups, each student learns how to explain or clarify English grammatical knowledge effectively. They become good at working with others and expressing their own opinions, ideas and feelings. That is, cooperative learning method namely STAD helps students be active in learning English grammar.

Recommendation for Further Studies

The results of this study revealed that STAD technique has enhanced undergraduate students' English grammar achievement. Then, a replication of the study could be conducted with other groups at primary or secondary

levels in other language skills. As this study is focused on STAD technique, future study should consider the comparison between different techniques of cooperative learning method. And research instruments like an interview should be used in order to explore students' social skill behaviors.

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