



Application of Cooperative Learning Model Student Teams Achievement Divisions (STAD) to Improve Children Ages 3-4 Years Speaking Ability in KB Cempaka Ngadipuro Village of Dukun District Magelang Regency

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Abstract

The speaking ability for early childhood is very important for the provision of adulthood. At this time, children are easier to absorb stimuli received from the surrounding environment, therefore the speaking ability is very appropriate to be stimulated from an early age. One way that can be done to improve children's ability to speak is with new and enjoyable learning methods. Through the Student Team Achievement Division method, it is hoped that it can help children develop their speaking skills. This study aims to determine the differences in the increase in the speaking ability of children aged 3-4 years through the Student Team Achievement Division method at KB (Playgroup) Cempaka Ngadipuro District Dukun Magelang Regency. This research is a quantitative research using the One-Group Pretest-Posttest Design approach. The population is all students aged 3-4 years in the KB Cempaka Ngadipuro in Dukun District of Magelang Regency. The samples use are children aged 3-4 years in the all KB in Ngadipuro Dukun Magelang Regency as many as 30 children. The sampling technique is a Purposive Sample technique. The data collection technique uses the speaking ability scale of children aged 3-4 years, while the data analysis uses the Paired Sample t-Test and percentage techniques. Based on the results of calculation of hypothesis testing statistics obtain t-test data using the Paired Sample t-Test on the SPSS program obtain the value - t table > t count > t table, namely $(-2.045 > -5.942 \text{ or } 5.942 > 2.045)$, $\text{Sig} = 0,000$ or $\text{Sig} (2 \text{ Tailed}) < 0.05$ so H_a is accepted and H_o is rejected. So, it can be concluded that there is a significant difference in the speaking ability of children aged 3-4 years in KB Cempaka Ngadipuro District Dukun Magelang Regency after the Student Team Achievement Division method is applied.

INTRODUCTION

Children are the next generation who are expected to be able to turn the wheels of government and play a role in globalization towards a better direction. Children need guidance and development from an early age from parents and educational institutions to develop optimally (Linawati, 2012). Based on this, education for early childhood is needed. Early Childhood Education (PAUD) is an education that is held to develop personal, knowledge, and skills that underlie basic education and develop themselves fully in accordance with the principles of education as early as possible and for life.

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 1 Item 14 which states that "Early Childhood Education (PAUD) is an effort directed at children from birth to the age of six years, which is carried out through the provision of educational stimuli to support physical growth and development and spiritually, so that children have readiness in entering further education". Early childhood education aims to develop all aspects of development that are owned by the child to bring out the potential optimally and prepare the next generation that plays a role in the development of the nation and state in the present and the future. This is in line with Utariningsih and Handayani (2016) that early childhood education is the first step that must be given to children with stimulation so that developmental aspects grow optimally.

Child development is a matter that must be considered because further development of children will determine the learning process of the child. The development of each child is unique and has a different level of developmental achievements (Zulminiati, 2012). The role of the teacher as a facilitator in the implementation of education for early childhood must be able to provide convenience to children to learn it. One aspect that needs to be developed is language skills.

In line with Annisa and Tasu'ah (2016), one of the very important aspects that are developed in kindergarten is language. Language is the ability to communicate with other people. One aspect in language is the speaking ability. Speaking as one of the skills in the language needs to be introduced and trained to the child every day in his association well and maximally because children aged 3-4 years carry out language activities only in the stages of listening or listening and speaking. When speaking, the child will learn to say sounds of articulation or words, expressions,

and rhythms, to express and convey thoughts, ideas, and feelings. Children will also get a lot of vocabulary. The purpose of speaking is to communicate (Maidar and Mukti, 1993).

At the school age, not only parents and adults are the stimulus for the development of children's speaking abilities but their peers, because children's speaking skills will influence other abilities. In line with Suyadi (Hanifah, 2014) about high verbal linguistics can be the entrance to increase other intelligence that is still low. So, high speaking ability can improve other abilities that are still low, it is expected that when children interact with other friends, children can adapt to the social environment so that the ability to speak in early childhood is very important to be developed and improved. Speaking skills can certainly be developed using appropriate learning methods or models. Teacher-centered learning models through lectures condition students in low participation rates and if this continues then there will be no increase in student achievement.

In fact, the problem found in the field is in KB CEMPAKA Ngadipuro, Dukun District, Magelang Regency, the researcher sees that children's speaking ability is still low. Most students are unable to express their opinions and thoughts. This can be seen when the child answers the question raised by the teacher or his friend, the passive child, the lack of vocabulary expressed by the child so that the child appears quiet less communicative towards the teacher and his friend, indicating that stimulation for the development of children's speech skills is inadequate and less sharp in exploring the child's talking potential.

Existing teaching and learning activities have not been able to optimally develop speech skills, and vocabulary of children's vocabulary. Besides the development of speaking of children who are still low, the researcher also sees in KB this learning activity still look monotonous and less varied, the application of teacher centre learning models that are always used and still use media books, it is done almost every day. The lack of teacher knowledge about teaching methods is also one of the causes. Mastery of methods and strategies possessed by the teacher is very minimal so that the teaching and learning process becomes very monotonous. Children need an appropriate method to improve speaking skills.

Based on these problems the researcher concludes that the need for new learning methods that had never been applied before. One of them is by applying cooperative learning models. Cooperative learning is to develop interactions that are more receptive to honing, nurturing and

fostering among fellow students as a practice of living in society (Umaroh, 2012). The cooperative learning model chosen by the researcher is the Student Team Achievement Division (STAD) cooperative model. Through this STAD learning model, the teacher can find out the influence in improving children's speech development. The Cooperative Student Team Achievement Division (STAD) learning model is a learning model that is simple and easy to implement by the teacher. The expected goal of implementing the Cooperative Student Achievement Team (STAD) learning model is that children's speaking abilities can improve and develop well according to the age of development.

RESEARCH METHOD

The research design is Pre-Experimental Design with the One Group Pretest-Posttest Design method. The sample of this study consists of 30 children with a category of speaking ability level of children aged 3-4 years of poor children and good categories. The sampling technique in this study is purposive sampling. The method of data collection in this study uses the speaking ability scale of children aged 3-4 years with a number of 39 valid items that had been tested previously. This study uses descriptive data analysis methods and hypothesis testing using the Paired Sample t-Test technique.

RESULTS AND DISCUSSION

In the pretest data shows the level of speaking ability of children aged 3-4 years with poor categories as many as 17 children or equal to 56.7% and good categories is 13 children or by 43.3%. In general, children who have a level of speaking ability with a poor category are more than good categories. Therefore, treatment is needed to make the level of speaking ability of children aged 3-4 years experience positive changes in accordance with the theory put forward by Dewi (2012) that to improve development children need learning innovations to improve especially children's cognitive development, in order to achieve optimal development. In addition to being given treatment, the teacher also uses assistive media that can improve children's speaking skills in line with Daniels and Stafford (Adiarti, 2012). Teachers must be able to choose the right tools for the game and can support children's development and according to the needs of each child.

After being given treatment, the posttest

results show the level of children aged 3-4 years speaking ability with the category of poor as many as 6 children or by 20% and the number of children who have the good criteria of speaking ability is 24 children or 80 %. Based on the pretest and posttest data collected, the t-Test can be done through the Paired Sample t-Test difference test. In this calculation, the researcher uses the SPSS 16 program. The results of the t-Test test output can be seen in table 1:

Table 1. Paired Sample t-test

Paired Differences				S i g . (2-tailed)
		Mean	T	
Pair 1	P r e Test Post Test	-4.333	-5.942	.000

Based on the results of the t-Test table, it can be seen that the value of the $t_{table} > t_{count}$ table, that is $(-2,045 > -4,333 \text{ or } 5942 > 2,045)$, with a significant value (2 tailed) of $0 = 0,000$. In addition, the average value (Mean) value for Pretest respondents is 100.73 and for the average (Mean) of the Posttest is 105.07. This proves that there is a significant increase in the speaking ability of children aged 3-4 years through the application of the Student Team Achievement Division learning model.

The ability to speak to children aged 3-4 years is very important to develop in line with the function of speech in human life is very important (Sardjono, 2005). Speaking ability is the ability to interact and communication that must be stimulated from an early age. The ability to speak can be stimulated using the application of a group learning model that used the teacher center model to become a student center so that children have the opportunity to interact with each other wherein these interaction children will form groups that allow them to work together and love their peers. In line with Isjoni (Rohmah, 2016) which explains that the group model is a student-centered (oriented) learning activity, it is expected primarily to overcome problems that allow students who cannot work with other people and do not care about others.

The existence of the Student Team Achievement Division cooperative learning model is able to improve the speaking ability of children aged 3-4 years. Cooperative Learning Student Team Achievement Division (STAD) can be de-

defined as a model of cooperative learning in the learning process in schools, according to Aqib (2015), the Student Team Achievement Division (STAD) learning model is one simple learning model. Teachers can easily apply this learning model in learning because this method is a simple and easy method to apply and use as a varied learning so that children do not get bored quickly with normal/monotonous learning. Through the Student Team Achievement Division (STAD), children's speaking ability can increase.

In line with the results of Hastuti's research (2017), the STAD learning method can improve the ability to argue. That means children can express ideas and opinions through communication, namely speaking. Based on the results of the statistical test in this study, the average post-test speaking ability score is higher than the child's speaking ability score at the pretest. Children can discuss with their groups and make friends as peer tutors where it adds intimacy between one child and another so that children do not feel awkward and afraid to exchange information, ideas, and feelings with their group friends.

One of the children's speaking skills is seen when Student Team Achievement Division (STAD) is applied is when the child can mention, answer questions, or quizzes given by the teacher, the child is more confident in expressing ideas, which are initially less active, quiet and the development of his speech has not developed well. Now that the implementation of the Student Team Achievement Division (STAD) during learning, children become more active and their speaking abilities begin to develop well because at the time the research took place children are given the freedom to speak, communicate with friends in one group, so children's speaking ability can be stimulated well. This is in line with Mairidar and Mukti (1993), speaking in groups is much lighter than talking individually.

In addition to improving the speaking ability of children, they can socialize well with other friends, children also begin to be confident because their ability to socialize is also an aspect that must be developed well in children as a provision for their future lives. In line with Suroningsih (2013) in her journal that the ability to behave socially needs to be owned since childhood as a foundation for the development of the ability of children to interact with their environment more broadly. The inability of socially behaved children who are expected to be in their environment can result in children being isolated from the environment, not forming self-confidence and withdrawing from the environment. In line

with Andrianindita (2015), it was revealed that children who can socialize well according to their developmental stages and their age tend to be sociable children.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the speaking ability of children aged 3-4 years after the implementation of the Student Team Achievement Division (STAD) learning model increases and there are significant differences. Based on those results, it can be said that treatment through the application of Student Team Achievement learning models Division (STAD) is effective for improving the speaking ability of children aged 3-4 years. This is indicated by the difference in the average value of the level of speaking ability in KB CEMPAKA Ngadipuro District of Dukun Magelang Regency before and after the presentation of the Student Team Achievement Division (STAD) learning model which is from the average value of 100.73 to 105.07. The hypothesis test results also show that the Sig value is $0,000 < 0,05$ and the value of the $t\text{-table} > t\text{ count}$ ($-2,045 > -4,333$). Besides that, after being given treatment, children become more active. This can be seen when learning children become more active in talking with their friends, increasing vocabulary spoken by the child, and shown also from children who are shy or quiet began to talk more actively with the friends, dare to ask with the teacher and friends, dare to express opinions, tell stories in front of the class.

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