

ABSTRACT

Fajar Arif Herjayanto. S891408017. 2017. **Student Team Achievement Divisions Technique to Improve Students' Behaviour Engagement. (A Study of Classroom Action Research at Islamic Senior High School of Al Azhar 9 Yogyakarta in Academic Year 2015/2016)**. Thesis. Surakarta. Post Graduate Program in English Education Department. Sebelas Maret University. Consultants: (1) Dr. Suparno, M.Pd., (2) Dra. Dewi Rochsantiningsih, M.Ed, Ph.D.

The objective of this research are: (1) to identify how STAD is implemented in the classroom to improve the students' behaviour engagement; and (2) to find out the difficulties in implementing STAD to improve students' behavior engagement in the classroom.

The research was carried out at Islamic Senior High School of Al Azhar 9 Sleman, Yogyakarta from December 2015 to April 2016 employing a Collaborative Classroom Action Research. The subject of the research is the tenth grade of X MIPA 2 of Islamic Senior High School of Al Azhar 9 Yogyakarta. The research was conducted in three cycles each of which consisted of four meetings in cycle I and Cycle II, while in cycle III there are two meetings. Each cycle comprises four steps: planning, implementing, observing, and reflecting the result of the action. In collecting data, the writer used interview, observation, questionnaire, and research diary. Observing, distributing questionnaires, interviewing were done to obtain qualitative data, while the quantitative data were obtained through the percentage of questionnaire. To analyze the quantitative data, the researcher applied a descriptive statistics to describe mean score. To analyze the qualitative data the researcher used interactive model of qualitative data analysis, Miles and Huberman which include these steps: (1) data reduction (2) conclusion drawing and verification.

The findings revealed that the technique of improving students behaviour engagement using Student Team Achievement Divisions is successful in trms of some dimensions. The research findings showed some important points in improving students' behaviour engagement as follows: (a) productivity/on-task; (b) level of engagement; (c) responding; (d) listening skill and (e) behaviour. In addition, the improvement was also indicated by the mean score. The mean score before the action was 56%, meanwhile in the cycle 1 was 59%, in the cycle 2 was 65%, and in the cycle 3 was 69%.

The classroom situation also improved which indicates (1) Students joined each meeting and started the class more engaged behaviourally, (2) During the teaching and learning process, the students got involved in the learning process actively, (3) Most of them said that they got enjoyed the class.

Keywords: *Student Team Achievement Divisions (STAD), Students' behaviour engagement, quantitative data, qualitative data, questionnaire.*