STAD Type Cooperative Learning Model Strategy in Mandarin Learning in Tebing Tinggi City

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Abstract. This research is entitled 'STAD Type Cooperative Learning Model Strategy in Chinese Language Learning in Tebing Tinggi City.' This activity aims to provide assistance and improve the skills of teachers in teaching Mandarin at the high school level. This learning training is carried out through a community service program with partners, namely teachers at Tebing Tinggi City High School. This activity started with the anxiety expressed by the principal and teachers. The method that is applied is training and mentoring in making interesting and effective Chinese learning strategies. The activity started with outreach activities, then opened in the form of an offline motivational seminar. Furthermore, training activities were carried out offline and online for two months involving all Chinese language teachers. The teaching strategy in this activity uses the Student Team Achievement Division (STAD) type of cooperative learning model. The results of this activity are expected to be a breakthrough in making cooperative and interactive learning strategies.

Keywords: Learning Model; STAD; Cooperative; Interactive; Mandarin

1 Introduction

Learning a language is essentially learning communication. Language is a communication tool used by humans as a liaison in society to exchange information, a group of nations needs a language as a means of communication. Language learning is directed at improving the ability to communicate both orally and in writing [9]. Ronald Wardhaugh expressed language as *'a system of arbitrary vocal symbols used for human communication'* [13]. This understanding implies that language is a system of arbitrary sound symbols used for human communication. The same thing was also stated by Bloch and Trager *that 'Language as a system of arbitrary vocal symbols by means of which a social group cooperates'* [9] which means language is a system of arbitrary sound symbols used by a social group as a tool to communicate in conveying ideas, messages, intentions, feelings, and opinions to others, especially since China almost controls half of the world's economy. Not to mention the progress in the field of science and technology which also experienced a significant increase in line with the very high rate of economic growth. It is the awareness of the importance of learning Mandarin that has prompted several educational institutions to include Mandarin in their curriculum.

The term *'Mandarin'* has been used by westerners since the Qing Dynasty (1644-1911) which means the official language with the Peking dialect as the basis used by the Qing royal authorities. Mandarin in China is more popular with the term *Han* language (*hànyǔ*), which is the unifying language of Han Chinese. Since Mandarin was recognized by the United Nations (UN) as the second international language of instruction after English, people's interest in Mandarin has increased. Currently learning a foreign language is not a luxury for the community, but it is a necessity, especially for Asian citizens. Being bilingual or multilingual (many languages) is not easy, but it is a step forward for someone who has hope for the future. Currently, Asian people must at least master English and Mandarin. Unfortunately, not everyone can master two languages in a short time. Mastery of many languages will provide opportunities and convenience in the future.

Basically, conventional learning or lectures are only teacher-centered, so that it allows students to only listen and if there is an opportunity to ask questions. Meanwhile, the purpose of foreign language learning is that students are able to speak in the foreign language being studied. The choice of cooperative teaching strategy as an alternative in delivering language learning is very appropriate because the teaching strategy is not centered only on the teacher but students play an active role in discussing learning topics. In addition to students being required to understand a topic given by the teacher, this teaching strategy indirectly repeats the material by discussing it with their group friends. The repetition of this material of course also makes students more proficient in speaking foreign languages, especially Mandarin.

Cooperative teaching strategies are very diverse, one of the cooperative teaching strategies that are often used in learning in schools is the Student Team Achievement Division (STAD). Like other cooperative teaching strategies, STAD is done by forming small groups with the aim of achieving mutual understanding by working together. In this way, interaction occurs between students in the form of discussions and cross-questions between groups, so that understanding of the topic of discussion will be maximized. STAD is the simplest cooperative learning model. Study groups in this learning model are formed based on different academic abilities. Students with good academic abilities will be distributed to different groups, with the aim of helping students who have difficulties in understanding and mastering the topic of discussion. In accordance with the purpose of cooperative learning which encourages students to motivate each other and help all group participants to understand the topic of discussion given.

2   Research Method

Based on the description above, service in the form of teaching training really needs to be done. By mentoring and teaching Chinese language skills to all teachers, which is the key to learning Mandarin for high school students. The results of this study are expected to be a breakthrough in efforts to assist Chinese teachers in creating an interactive and fun learning atmosphere, by applying the latest learning models. So, this learning strategy can help improve students' ability to learn Mandarin.

3   Results and Discussion

The selection of cooperative teaching strategies in this service is intended to introduce to Mandarin language teachers, and then practice the use of these teaching strategies in schools.

This service is carried out through online and offline training. Because cooperative teaching strategies are very broad and general, the authors choose to use only one cooperative learning model. The cooperative learning model that was explained to the Mandarin teacher in the city of Tebing Tinggi in this activity was the Student Team Achievement Division (STAD) type.

3.1 Cooperative Learning Model Type Student Team Achievement Division (STAD)

The Student Team Achievement Division (STAD) Cooperative Learning Model was first proposed by Robert Slavin and his colleagues from Johns Hopkin University. This learning model is the simplest learning model and is widely used in various kinds of lessons. So STAD is suitable for use by teachers who are new to using the cooperative learning model. According to Isjoni (2009), the benefit of the Student Teams Achievement Division (STAD) learning model is that this learning model can motivate students to help and encourage each other with other students in understanding and mastering the teaching materials delivered by the teacher. Individual skills and understanding are not a measure of the success of achieving learning objectives. Because students who have mastered the teaching material are required to encourage and motivate other students so that all students can master the teaching material [4]. Like other cooperative learning models, STAD also emphasizes activities and interactions between students. However, this type of learning is simpler. The teacher places several students in groups before starting the teaching material based on their learning ability and gender. All students in the group must pay close attention to the material presented. Furthermore, all students must pay attention and ensure that all participants in the group understand and master the teaching material. If there are still those who have not mastered the lesson, other students encourage and motivate them so that they can understand the learning material together.
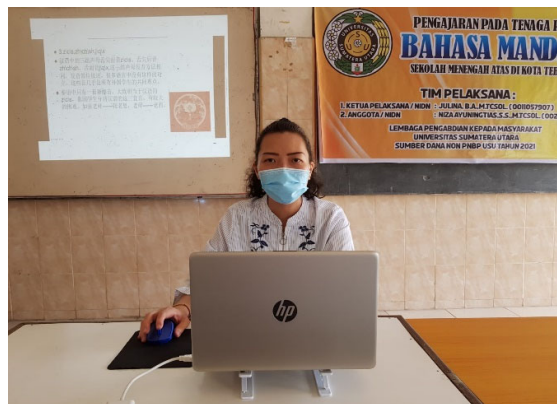

Fig. 1. Training situation, 2021

3.2 Student Teams Achievement Division (STAD) Steps

According to Slavin (2005), there are five steps taken in the process of the Student Teams Achievement Division (STAD) Cooperative Learning Model, namely:
1. The teacher conveys the teaching material that will be studied at that time.

2. The teacher forms groups of students consisting of 4-6 people. The formation of groups is made heterogeneously consisting of students with various backgrounds, for example in terms of achievement, gender, religion, and others.
3. Next, the teacher gives the group a task to do an exercise to discuss an advanced topic together. In this phase, group members must work together and pay attention to all group members who have understood and mastered the teaching material.
4. Test/quiz or cross-question between groups. This test is intended to determine individual scores is also used to determine group scores.
5. Reinforcement from the teacher. At the end of the lesson, the teacher as the main presenter returns to deliver the material [10].

3.3 Advantages and Disadvantages of Student Teams Achievement Division (STAD)

As part of the STAD Type Cooperative Learning, it certainly has several advantages and disadvantages, as for the advantages of this learning model according to (Slavin, 2005) as follows:
1. Students work together in achieving goals by upholding group norms.
2. Students actively help and motivate the spirit to succeed together.
3. Actively act as peer tutors to further increase the group's success.
4. Interaction between students along with increasing their ability to think.
   The disadvantages of the STAD Cooperative Learning Model are:
a. If there are students who are not active in a group, it will affect the value of group work
b. The level of students' ability to understand the lesson is different, so the teacher cannot know the ability of each student.
c. It takes a lot of time in its implementation, especially when the teacher gives quizzes or assignments to students because it is determined by the ability of students to give good explanations.

After introducing and explaining the STAD type cooperative learning model to the Chinese teacher as the theory stated above, the author made sure again that every teacher had understood the steps of this STAD type cooperative learning model. Through this service, it is hoped that Chinese teachers in the city of Tebing Tinggi will not only use conventional methods in the learning process but have started using alternative teaching strategies that have been explained. Furthermore, the author made a simulation of using STAD by forming a study group consisting of Chinese language teachers who participated in this training according to the STAD steps. In the next stage, the author gives the task to all groups to work together to discuss and understand the topic of discussion that has been previously chosen by the author. After all groups ensured that all members had understood the topic of discussion, the author conducted a test or quiz and provided opportunities between groups to ask each other questions. This STAD simulation was carried out so that all training participants fully understood the steps in implementing this learning model in schools [10].

Fig. 2. Photo with Training Participants, 2021

4 Conclusion

From community service activities at Tebing Tinggi High School, it can be concluded that Mandarin language teachers have the ability and their respective experiences in teaching and learning. Teaching Mandarin for the high school level in Tebing Tinggi city can be started from simple learning materials, so that it can be easily accepted, and practiced directly by students. It is hoped that the teachers can build a pleasant learning atmosphere, by applying the Student Team Achievement Division (STAD) type of cooperative learning model. The application of this approach serves to motivate students to help each other and encourage other students in understanding and master the teaching material presented by the teacher. In addition, it is expected that school principals and supervisors carry out supervision of Chinese language teachers in observing the planning and implementation process of their learning, by continuing to coordinate and evaluate, and make adjustments if necessary, so that this STAD learning model can be realized smoothly and successfully.

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