

Effects of Cooperative Learning Method Type Stad, Language Aptitude, and Intelligence on the Achievement English Hotel at Medan Tourism Academy

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Abstract: STAD cooperative learning method which is considered effective in achieving the goal of learning the English language, especially for students majoring in Tourism Academy who are required to master English for Specific Purposes (ESP) in accordance with their needs. This study uses factorial design 2x3x3 version of the non-equivalent control group design with ANOVA 3 Ways. The subjects were students MDK III / 5 A and B courses MDK III.5 Rooms Division department Hospitality Academy Year 2015/2016. The samples are saturated samples. Data were collected through a pretest, posttest, and instrument of Language Aptitude and Intelligence parametric statistics analyzed by parametric statistics with significance level of 0.05%. The results showed that: (1) there are differences between method STAD cooperative learning and expository on Hospitality English achievement, (2) there are differences between the students who have high language aptitude and low language aptitude on English achievement, (3) there are differences between students who have high language aptitude and medium on Hospitality English achievement, (4) there are differences between students who have the medium language aptitude and low language aptitude on Hospitality English achievement, (5) there are differences between students who have high intelligence and low intelligence on Hospitality English achievement, (6) there are no differences between who have high intelligence and medium intelligence on Hospitality English achievement, (7) there are differences between students who have the medium intelligence and low intelligence on Hospitality English achievement, (8) there is no interaction between the learning method and language aptitude on Hospitality English achievement, (9) there is an interaction between the learning method and the intelligence on Hospitality English achievement, (10) there is no interaction between intelligence and language aptitude on Hospitality English achievement. (11) there is no interaction between teaching methods, language aptitude, and intelligence on Hospitality English achievement, (12) there is an interaction between STAD cooperative learning methods and expository on Hospitality English achievement.

Keywords: Cooperative Learning Method, Intelligence, Language Aptitude, Achievement

1. Introduction

Vocational education embraces open systems (multi-entry-exit system) and the systemic (oriented acculturation, empowerment, the formation of character and personality, as well as a variety of life skills. Implications for the selection of human resources reliably in this era of globalization are the mastery International language is English. One of the requirements of the working world that is able to communicate verbally. Graddol states that (1997, p.7) "English is one of the important things that we have to know because in this era of globalization there is much information is written down in English".

Language skills (language skills) include four components: listening skills, speaking skills, reading skills, and writing skills. Each of these skills has a very close relationship with other skills. The four skills are taught in an integrated way in the subjects namely English Profession in Vocational College, Academy of Tourism Medan. English for Specific Purposes (ESP) is a way of teaching / learning English for specific subjects with intent and academic work. If the requirement is different then its purpose was different engineering fields such as English, English economics, and so forth. An important reason for the existence of ESP is a revolution in the field of linguistics. Experts emphasize the traditional linguistic description of the characteristics of the current language of the pioneers of the field of linguistics revolution is starting to focus on the ways in which language is used in communication. Hutchinson & Waters (1987, p.10) emphasize "that was one significant discovery in the ways that spoken and written English vary". Furthermore, according to Hutchinson and Waters (1987) that the emergence of ESP is not only related to linguistics but also related to psychology. ESP is not only related to the method of language learning but also how students acquire language in all forms of cultural background differences, for example, social, and even economic. It is inseparable from the characteristics of the ESP itself.

Dhieni (2008, p.123) argues that language has characteristics that make it a distinctive form of communication, namely: (1) systematic (2) arbitrary, (3) flexible (4) diverse, and (5) complex. Hutchinson and Waters (1987, p.21) state that "ESP is an approach to language teaching roommates is aimed to meet the needs of particular learners". Hutchinson and Waters (1987) argue that the advent of ESP begins with the answers to the question why does the learner need to learn a foreign language? ESP characteristics absolute and always changing according to the needs, as proposed by Strevens (1988) that ESP is determined by identifying the characteristics of the absolute and arbitrary. Furthermore, Hutchinson & Waters (1987, p.19) define ESP "as an approach to language teaching in the which all decisions as to content and method are based on the learner's reason for learning". ESP is English for special purposes. Robinson (1990) goes on to say "It (here ESP) is generally used to refer to the teaching and learning of a foreign language for a Cleary utilitarian purpose of the which there is no doubt." The same thing was said by Munby (1978) on definitions and concepts of ESP. He argues "ESP reviews those are courses where the syllabus and materials are determined in all essentials by prior analysis of the communication" (p.2). STAD is one of the simplest methods of cooperative learning which consists of five components (Slavin, 1990), namely; class presentations, group, quiz, scores of individual improvement. Expository method is a method of learning applied lecturer in implementing the learning process. Expository method is still experiencing a crisis of paradigms. The crisis in question is supposed to have lasted models of constructivism in which the government has sought to create an innovative learning model.

1.1 Language Aptitude

As noted by Clark (in Mukhadis 2003, p.17) a person gifted in an area will have greater chances of success, when compared with someone less talented at the same learning conditions. In the process of teaching and learning in the classroom there would be individual differences (individual) in learning as well as in the child's own. These differences will be reflected in the properties of the students, the learning process of children and in student learning outcomes. Furthermore Woodworth (1948), a psychologist, gives a definition of talent as an ability that can be predicted and can be measured by

means of a special test. Talent (Aptitude) by Woodworth includes capability (ability) which serves three meanings, namely: a) achievement b) capacity c) aptitude.

1.2 Intelligence

The theory of the intelligence was first proposed by Spearman and Wynn Jones Pol in 1951 who put their old concepts regarding a force (power) that complements the human mind. The strength in Greek is called Nous while the use of powers referred Noeseis. Intelligence could be defined as the ability to adjust to the environment or learn from experience, human beings live and interact in a complex environment that requires the ability to adjust to the environment. In addition it includes intelligence about the capabilities required for solving problems that require understanding and use of symbols. Therefore, human life is always facing problem and every problem must be solved so that people obtain a balance (homeostasis) in life.

2. Methodology

Subjects were students MDK III5 / A and MDK III5 / B Hospitality Department in Medan Tourism Academy. The total sample of 47 students is determined to saturate the sample technique. The research instrument consisted of pretest, posttest, language aptitude with standard DAT test, and intelligence with standard CFIT test. Problem pretest and posttest are the same. Sort of question consists of seven essay questions and 32 multiple choice questions. There are six essay questions are valid with the reliability coefficient of 0.791 and there are 26 multiple choice questions which are valid with reliability coefficient of 0.965. Data analysis techniques used Anova with SPSS. The procedure includes the preparation stage experimental research, the implementation phase of the experiment and post-experiment stage. The procedure of research during the implementation phase, namely: (a) provide pretest, (b) provide intelligence tests and language aptitude test, (c) carry out the treatment, and (d) provide posttest. Homogeneity of data analysis techniques makes use of ANOVA. This study used a quasi-experimental research designs (quasi experiment) with a non-equivalent control group design (Creswell, 2010), the factorial design presented in Table 2.1.

Table 1: Factorial Design 2 X 3 X 3

Language Aptitude Methods	H			M			L		
	IQ								
	H	M	L	H	M	L	H	M	L
STAD (SM)	SM, HL, HI	SM, HL, MI	SM, HL, LI	SM, ML, HI	SM, ML, MI	SM, ML, LI	SM, LL, HI	SM, LL, MI	SM, LL, LI
Expository (EM)	EM, HL, HI	EM, HL, MI	EM, HL, LI	EM, ML, HI	EM, ML, MI	EM, ML, LI	EM, LL, HI	EM, LL, MI	EM, LL, LI

Note: SM: STAD Method, EM: Expository Method, H: High, M: Medium, L: Low, HL: High Language Aptitude, ML: Medium Language Aptitude, LL: Low Language Aptitude, HI: High Intelligence, MI: Medium Intelligence, LI: Low Intelligence

With a factorial design as it can be determined the data will be the main influence (main effect) and the effect of interaction (interaction effect) of the independent variable and moderator variable. The primary effect is the influence of the independent variables, namely (1) a method of learning, and (2) the effect of moderator variables, language aptitude and intelligence (IQ). In the first main influence will be seen the effect of the application of STAD cooperative learning and influence expository without seeing the influence of language aptitude and intelligence (IQ). And the second main influence will be seen the influence of high language aptitude, medium language speaking, and low language aptitude, as well as the effect of high IQ, medium IQ and low IQ was regardless of the effect caused by the variable method of learning. The research subjects are grouped as follows. Table 1.2 Grouping Class that became subject research

Table 2: Class grouping into subject research

NO	Class	Treatment	N	Description
1	X2	STAD	26	DAT/CFIT Test
2	X3	Expository	21	DAT/CFIT Test
	N		47	

From these two learning groups, each is given an language aptitude test and intelligence (IQ) which is the same, so it turned into 12 groups: (1) a group of learners cooperative of STAD with high language aptitude, (2) group cooperative learning of STAD with medium language aptitude,(3) group cooperative learning of STAD with low language aptitude, (4) group cooperative learning of STAD with high Intelligence,(5) the group cooperative learning of STAD with medium Intelligence,(6) group cooperative learning of STAD with low Intelligence, (7) group learning methods of expository with high language aptitude,(8) a group learning methods of expository with medium language aptitude, (9) a group learning methods of expository with low language aptitude, (10) a group learning methods of expository with high Intelligence,(11) a group learning methods of expository with medium Intelligence, (12) a group learning methods of expository with low Intelligence.

3. Discussion and Result

3.1 Research Hypothesis Testing

Testing hypotheses of the study are intended to describe the influence of three main factors and their interactions to the score of Hospitality English achievement. Statistical strategy used was factorial ANOVA 3 ways and calculated with SPSS. In this analysis evidence will be obtained from all 12 research hypothesis. If the results of the ANOVA obtained their significant differences, then the characteristic differences will be followed by a different test average at least significant difference test.

Table 3: ANOVA

Variance	Type III Sum of Squares	Df	Mean Square	F	P.
<i>Corrected Model</i>	581.730	9	64.637	9.643	0.000
Method	37.753	1	37.753	5.632	0.023
Intelligence	170.850	2	85.425	12.744	0.000
Language Aptitude	52.837	2	26.419	3.941	0.028
Method * Intelligence	86.187	2	43.094	6.429	0.004
Method * Language Aptitude	11.199	1	11.199	1.671	0.204
Intelligence * Language Aptitude	2.422	1	2.422	0.361	0.551
Error	248.015	37	6.703		
<i>Corrected Total</i>	829.745	46			

Table 3.1 shows that there is a significant effect derived from model ($F = 9.643$; $p < 0.001$), factor learning method ($F = 5.632$; $p = 0.023$) factor of intelligence ($F = 12.744$, $p < 0.001$), the talent factor in English ($F = 3.941$; $p = 0.028$), and the interaction of intelligence and learning methods ($F = 6.429$; $p = 0.004$), whereas the effect of the interaction between talent speak English and learning methods ($F = 1.671$; $p = 0.204$), as well as the interaction factor of intelligence and language aptitude ($F = 0.361$; $p = 0.551$) effect was not significant ($p > 0.050$). The influence of the model is to test whether there were significant differences in the results of the comparison group in the study. Furthermore, to determine the differences between groups, the results of the analysis of SPSS will provide post hoc test.

Table 4: Average Based on Learning Method

Learning Method	Average	Standard Deviation	Of Confidence 95%	
			Lower	Upper
<i>STAD</i>	76.90	0.74	75.41	78.40
Expository	72.82	1.26	70.26	75.38

ANOVA results shows that there were significant differences of English Hospitality learning outcomes between the groups with the learning method STAD and expository. The learning method STAD with an average of 76.90 has learning outcomes that are superior compared to expository method which has an average 72.82.

Table 5: Average Based on Language Aptitude

Language Aptitude	Average	Standard Deviation	Of confidence95%	
			Lower	Upper
Low	73.16	0.61	71.92	74.40
Medium	75.38	1.55	72.25	78.52
High	85.00	2.59	79.75	90.25

ANOVA results shows that there were significant differences of Hospitality English achievement based on language aptitude at different levels. The highest Hospitality English achievement derived from a high language aptitude group with an average of 85.00, followed by medium language aptitude with an average of 75.38 and the lowest average 73.16 from the group of low language aptitude. Based on the lower and upper limits in each group, there are slices of the value of Hospitality English achievement in low and medium language aptitude, and there is no value on medium language aptitude and high language aptitude. It can be concluded that the results of Hospitality English achievement at the level of low or medium is not significantly different, and both those levels were significantly different compared to the high language aptitude.

Table 6: Average Based on Intelligence

Intelligence	Average	Standard Deviation	Of Confidence 95%	
			Lower	Upper
Lower	69.50	0.70	68.08	70.92
Medium	73.91	0.61	72.68	75.14
High	78.17	1.26	75.63	80.72

ANOVA results shows that there were significant differences of English Hospitality achievement at different levels of intelligence. In a comparison of more than two groups, the results of the calculation of the lower and upper limits of the 95% confidence interval can be used to make decisions. The highest learning outcomes from the group of high intelligence with an average of 78.17, followed by the group of moderate intelligence with an average of 73.91 and the lowest average 69.50 from groups of low intelligence. Based on the lower and upper limits in each group, three slices no value, it can be concluded that English Hospitality achievement on the third level of intelligence is significantly different

Table 7: Average based on Interaction of Learning Method and Intelligence

Intelligence	Learning Method	Average	Standard Deviation	Of Confidence 95%	
				Lower	Upper
Low	STAD	73.00	0.92	71.15	74.86
	Expository	66.00	1.06	63.86	68.14
Medium	STAD	75.21	0.70	73.79	76.63
	Expository	72.61	1.00	70.60	74.63
High	STAD	79.33	1.37	76.57	82.10
	Expository	76.43	2.71	70.94	81.92

ANOVA results explain that there was a significant effect of the interaction with the Intelligence teaching methods to the learning outcomes of English Hospitality. Results of learning English learning method STAD always give higher yields than expository on the third level of intelligence. The highest average value is derived from the group with the learning method STAD and high intelligence level with an average of 76.43, and the lowest average 73.00 from groups with expository teaching methods and low intelligence level.

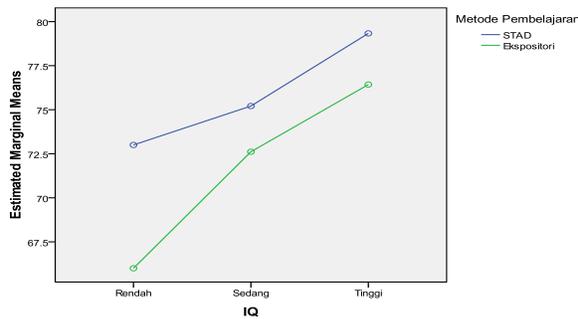


Figure 1: Effect of Interaction and Intelligence and Learning Method

Based on the lower and upper limit 95% confidence interval for the average, at low intelligence group no wedge value Hospitality English achievement for both methods of learning has been explored. STAD method averaged 73.00 with interval at 71.15 to 74.86, while the expository method averaged 66.00 with the interval is at 63.86 until 68.14. This result shows that there were significant differences in terms of Hospitality English achievement in both methods for low intelligence.

No intelligence group being sliced value of Hospitality English achievement both methods of learning. STAD method averaged 75.21 with the interval is at 73.79 up to 76.63, while the expository method averaged 72.61 with the interval is at 70.60 until 74.63. These results explain that there was no significant difference in Hospitality English achievement of two methods for medium intelligence

No incision group high intelligence value learning outcomes for both methods of learning. STAD averaged 79.33 with interval 76.57 to 82.10, while the expository method averaged 76.43 with the interval 70.94 until 81.92. These results explain that there was no significant difference Hospitality English achievement in both methods for high intelligence

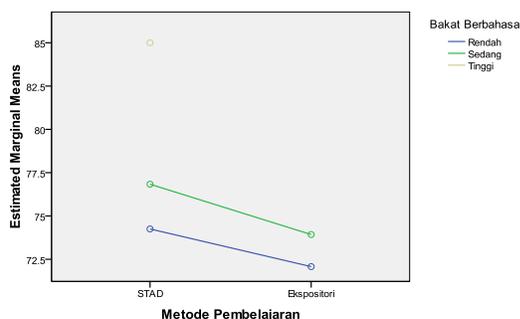


Figure 2: Effect of Interaction Method of Learning and Language Aptitude

Effect of interaction method of learning and speaking talent level was analyzed in great detail in low and medium-speaking talent, because in a group of high-speaking talent there is only a sample of the expository teaching methods. In the group of lower-speaking talent based on the value of the lower and upper 95% confidence interval for the average, there are slices of the value of learning outcomes for both methods of learning. STAD method averaged 74.25 with the interval being 72.30 to 76.21 pda while expository method averaged 72.08 with the interval being pda 70.55 until 73.60. These results explain that there was no significant difference Hospitality English achievement in both methods for lower-speaking talent.

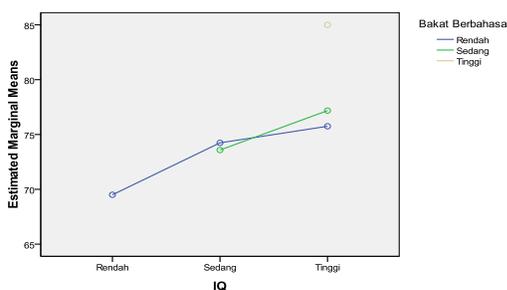


Figure 3: Interaction Effect Level Intelligence and Language Aptitude

Effect of interaction intelligence level and language aptitude not analyzed in full, because in the group language aptitude were no samples of low intelligence group, in the group of high-language aptitude there is only a sample of a group of high intelligence.

The analysis of the interaction effect is as follows. In the group of low language aptitude and low intelligence have an average 69.50 and 95% confidence intervals are in the value of 68.08 to 70.92. When compared with the intelligence group was an average of 74.24 and 95% confidence intervals are in the value of 73.02 to 75.46 is not found their slice of the average value. These results provide the conclusion that there are significant differences in Hospitality English achievement based on low

language aptitude among groups of low intelligence and being. However, for comparison of Hospitality English achievement at medium and high intelligence group no significant difference. The average value of the high intelligence group was 75.75 and 95% confidence intervals are in the value of 72.54 to 78.96. These results indicate a slice of value to the group medium intelligence was.

Table 8: Average Based on Interaction of Learning Method and Language Aptitude

Language Aptitude	Intelligence	Average	Standard Deviation	Of confidence 95%	
				Lower	Upper
Low	Low	69.50	0.70	68.08	70.92
	Medium	74.24	0.60	73.02	75.46
	High	75.75	1.59	72.54	78.96
Medium	Low	.	.	.	.
	Medium	73,58	1.06	71.44	75.73
	High	77.18	2.71	71.69	82.67
High	Low	.	.	.	.
	Medium	.	.	.	.
	High	85.00	2.59	79.754	90.25

In the group of medium language aptitude, the analysis can only be performed against the medium and high intelligence. The group of language aptitude and intelligence had an average of 73.58 and 95% confidence intervals were in the value of 71.44 to 75.73. When compared with a group of high intelligence with an average of 77.18 and 95% confidence intervals are in the value of 71.69 to 82.67 found their slice of the average value. These results provide the conclusion that there was no significant difference in language aptitude of English hospitality achievement for being among the group of medium and high intelligence.

3.2 Hypothesis Testing and Result

Hypothesis H1 states that there is a significant difference in English hospitality achievement cooperative learning method of STAD and expository method. The results of the analysis of English Hospitality achievement in the two groups show at F test results explain the significant difference ($p < 0.05$). It shows that STAD is superior to the expository method. So the research hypothesis H1 can be accepted. Hypothesis H2 states that there is a significant difference in English hospitality achievement between low language aptitude and medium language aptitude. The results of the analysis of differences in Hospitality English achievement based on language aptitude in the three groups are presented in F test results explain the significant difference ($p < 0.05$). Advanced analysis results explain that the group of high language aptitude has superior compared with low language aptitude. So the research hypothesis H2 can be accepted. Hypothesis H3 states that there are significant differences in Hospitality English achievement that have high language aptitude and medium language aptitude. The results of the analysis of differences in Hospitality English achievement based on language aptitude in the three groups are presented at F test results explain the significant difference ($p < 0.05$). The group of high language

aptitude has superior than the group of medium language aptitude. So the research hypothesis H3 can be accepted. H4 hypothesis states that there are significant differences in Hospitality English achievement that have medium language aptitude and low language aptitude. The results of the analysis of differences in Hospitality English achievement based on medium language aptitude and low language aptitude that showed at F test results explain the significant difference ($p < 0.05$). The results of further analysis explain that medium language aptitude is superior to low language aptitude. So the research hypothesis H4 can be accepted. Hypothesis H5 states that there is a significant difference in English Hospitality achievement which has high intelligence and low intelligence. The results of the analysis of differences in English Hospitality achievement in three groups show at F test results explain the significant difference ($p < 0.05$). The results of further analysis show that a group of high intelligence is superior to the group of low intelligence. So the research hypothesis H5 can be accepted. H6 hypothesis states that there is a significant difference in English Hospitality achievement between high intelligence and low intelligence. The results of the analysis of differences in Hospitality English achievement based on intelligence in the three groups show at F test results explain the significant difference ($p < 0.05$). The results of further analysis explain that for students majoring in hospitality, a group of high intelligence has no different than medium intelligence group. So the research hypothesis H6 is unacceptable. Hypothesis H7 states that there is a significant difference English Hospitality who has medium intelligence and low intelligence. The results of the analysis of differences Hospitality English based on intelligence in the three groups show at F test results explain the significant difference ($p < 0.05$). The results of further analysis explain that medium intelligence are superior compared than low intelligence. So the research hypothesis H7 can be accepted. H8 hypothesis states that there is a significant interaction between the learning method and language aptitude based on English Hospitality achievement. The results of the analysis of the effect of the interaction of language learning methods and language aptitude show at F test results explain the absence of a significant effect ($p > 0.05$). So the research hypothesis H8 is unacceptable. H9 hypothesis states that there is a significant interaction between method of learning and intelligence to English Hospitality achievement. The analysis results of interaction method of learning and intelligence show at F test results explain the significant effect ($P < 0.05$). So the research hypothesis H9 can be accepted. H10 hypothesis states that there was a significant interaction between the intelligence and language aptitude to English Hospitality achievement. The results of the analysis of the interaction effect of intelligence and language aptitude show at F test results explain the absence of a significant effect ($p > 0.05$). So the research hypothesis H10 can be accepted. H11 hypothesis states that there is a significant interaction between method of learning, language aptitude and intelligence to English Hospitality achievement. The analysis results of interaction method of learning, language aptitude and intelligence to English Hospitality achievement could not be calculated due to a combination of incomplete groups. So the research hypothesis H11 does not have a decision. H12 hypothesis states that there is a significant interaction between cooperative learning method of STAD and expository to English Hospitality achievement. The analysis results yield difference between cooperative learning method STAD and expository evident that learning methods have a significant effect ($p < 0.05$). Cooperative learning method of STAD is higher than expository; thereby the research hypothesis H12 can be accepted.

4. Conclusion

Based on the results of research and discussion of the effect of the method STAD cooperative learning, language aptitude and intelligence to the achievement of English hospitality at Medan Tourism Academy obtained that language aptitude as moderator variables can weaken the influence of the achievement of English Hospitality while intelligence is the moderator variables that can amplify the effect of achievement of English Hospitality. Results of testing 12 hypotheses in this study, there is one hypothesis that does not have a decision, 3 are accepted and 8 hypotheses are accepted. The conclusion: There are differences in learning achievement between the English hospitality STAD cooperative learning methods and learning methods expository. There are differences in learning achievement of English hospitality significant between low language aptitude and high language aptitude. There are differences in learning achievement of English hospitality significant between high language aptitude and medium language aptitude. There are differences in learning achievement of English hospitality which has the makings of a low language aptitude and medium language aptitude. Based on the results of the analysis indicate that there are significant differences between the results of learning English based on low language aptitude and medium language aptitude. There are differences in the achievement of English hospitality are not significant between high intelligence and low intelligence. There is a difference in learning outcomes of English hospitality significant correlation between high intelligence and the intelligence was. There are differences in learning outcomes of English hospitality significant between low intelligence and the intelligence was. The significance of interaction method of learning and language aptitude with the learning of achievement of English hospitality then there is no difference in the average value of the results of learning English in a class experiment with a control class between the low language aptitude, medium language aptitude, and high language aptitude. In other words, the average value of English Hospitality achievement between the experimental class and control class is not much different in terms of language aptitude, low language aptitude, and high language aptitude. In other words, there is a difference between the average value of English Hospitality achievement in the classroom experiment with a control class in terms of low intelligence, medium intelligence, and high intelligence. The results of the analysis of the significance of the interaction of intelligence and language aptitude with English Hospitality achievement, there is no difference in the average value of achievement in terms of English Hospitality achievement based on language aptitude and intelligence. In other words, there is no difference in the average value of English Hospitality achievement on low, medium or high language aptitude, and low, medium, and high intelligence.

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