

INVESTIGATING THE ROLE OF STUDENT  
TEAMS-ACHIEVEMENT DIVISIONS (STAD)  
ON SAUDI UNDERGRAGUATES'  
MOTIVATION AND VOCABULARY

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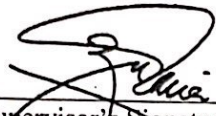
Doctor of Philosophy

UNIVERSITI MALAYSIA PAHANG



### SUPERVISORS' DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.



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I hereby declare that the work in this thesis is based on my original work except for quotations and citation which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

  
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INVESTIGATING THE ROLE OF STUDENT TEAMS-ACHIEVEMENT  
DIVISIONS (STAD) ON SAUDI UNDERGRAGUATES' MOTIVATION AND  
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## ABSTRAK

Kajian ini mengkaji kesan Bahagian Pencapaian Kumpulan Pelajar (STAD) dalam memotivasikan pelajar EFL Saudi menerusi pembelajaran kosa kata L2. Tujuan kajian ini adalah untuk mengenal pasti kesan STAD. Strategi Pembelajaran Kerjasama, dalam kalangan pelajar motivasi EFL Saudi dalam pembelajaran kosa kata. Kajian ini juga meninjau pandangan pelajar EFL Saudi mengenai STAD sebagai strategi yang dapat meningkatkan motivasi mereka dalam pembelajaran kosa kata. Kajian semasa mengaplikasikan reka bentuk penjelasan berurutan. Kajian tersebut diadakan di Kolej Komuniti Unaizah, Universiti Qassim, Arab Saudi. Dua kumpulan sasaran dipilih daripada kursus Intensif sebagai kumpulan STAD dan kumpulan Pembelajaran Tradisional (TL). 76 orang pelajar yang terdiri daripada 38 orang bagi setiap kumpulan yang menyertai pembelajaran tersebut. Kumpulan STAD telah diajar dengan Bahagian Pencapaian Kumpulan Pelajar (STAD) selama lapan minggu. Kumpulan TL tersebut diajar dengan kaedah tradisional yang berpusat guru untuk tempoh masa yang sama. Soal selidik motivasi dan ujian kosa kata diberikan sebelum dan selepas intervensi dalam fasa pertama. Data kuantitatif dianalisis menggunakan satu kaedah ANOVA. Pada fasa susulan, beberapa pelajar daripada kumpulan STAD dan kumpulan TL dihubungi untuk temuduga terbuka terakhir. Temuduga tersebut dianalisis menggunakan ATLAS ti. Hasil soal selidik motivasi, ujian kosa kata dan temuduga menyarankan bahawa STAD adalah strategi yang berkesan untuk mengajar Bahasa Inggeris kepada pelajar EFL Saudi. Kumpulan STAD menunjukkan secara signifikan lebih baik daripada kumpulan TL dalam soal selidik motivasi dan ujian kosa kata. Data kualitatif juga mencadangkan bahawa pelajar EFL Saudi menyatakan STAD sebagai strategi yang dapat meningkatkan motivasi mereka dalam pembelajaran kosa kata. Hasil kajian semasa menyokong teori sosial saling bergantung. Menurut teori ini, pelajar yang melakukan kerja bersama, bekerjasama, menunjukkan kecekapan sosial dan membuat penyesuaian psikologi untuk berjaya. Pelajar merasakan bahawa tindakan mereka adalah penting untuk kumpulan mereka. Ini mendorong mereka untuk belajar dan membantu orang lain untuk belajar. Dapatan kajian semasa akan mempunyai kepentingan implikasi pedagogi dan teoritikal penting dalam konteks EFL. Guru-guru EFL mungkin menggunakan strategi CL yang berbeza di dalam bilik darjah mereka untuk memberikan pengalaman pembelajaran yang berbeza kepada pelajar mereka. Implikasi teori penting yang dapat diperolehi daripada penemuan adalah nilai perkembangan sosial dan kognitif pelajar. Penemuan kajian semasa menunjukkan bahawa pengalaman pembelajaran kooperatif dapat meningkatkan perkembangan sosial dan kognitif pelajar.

## ABSTRACT

This study investigates the effects of Student Teams-Achievement Divisions (STAD) on Saudi undergraduates' motivation in learning L2 vocabulary. It also explores Saudi undergraduates' views about STAD as a strategy that can enhance their motivation in learning vocabulary. The current study used a sequential explanatory design. It was held at Unaizah Community College, Qassim University, Saudi Arabia. Two intact groups were selected from the first semester as STAD group and Traditional Learning group. Seventy six students (N=38 in each group) participated in the study. The STAD group was taught with Student Teams-Achievement Divisions (STAD) for eight weeks. The TL group was taught with traditional teacher-fronted method for the same period of time. A motivation questionnaire and a vocabulary test were administered before and after the intervention in the first phase. The quantitative data was analyzed using one way ANOVA. In the follow up phase, some students from the STAD group and the TL group were contacted for open ended interviews. The interviews were analyzed using ATLAS ti. The results of the motivation questionnaire, the vocabulary test and the interviews suggest that STAD is an effective strategy for teaching English to Saudi undergraduates. The STAD group significantly outperformed the TL group in the motivation questionnaire and the vocabulary test. The mean score of the STAD group is higher than the mean score of the TL group on the post-questionnaire and the vocabulary test. Qualitative data also suggests that Saudi undergraduates view STAD as a strategy that can enhance their motivation in learning vocabulary. The findings of the current study support social interdependence theory. According to this theory, learners work together, cooperate, show social competence and make psychological adjustments to be successful. Learners feel that their actions are important for their groups. This motivates them to learn and help others to learn. The findings of the current study will have important pedagogical implications in EFL context. EFL teachers may apply different CL strategies in their classrooms to give their students different learning experiences. An important theoretical implication that can be drawn from the findings is the value of social and cognitive development of students. Findings of the current study suggest that a cooperative learning experience can improve students' social and cognitive development.

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## LIST OF ABBREVIATIONS

AMBT	Attitude/Motivation Test Battery
ANOVA	Analysis Of Variance
CELT	Comprehensive English Language Test
TOEFL	Test Of English As A Foreign Language
PET	Preliminary English Test
CIRC	Cooperative Integrative Reading And Composition
CL	Cooperative Learning
CMLHS	Centre For Modern Languages And Human Sciences
EFL	English As A Foreign Language
ESL	English As A Second Language
ID	Individual Differences
GI	Group Investigation
HKAT	Hong Kong Attainment Test
L1	First Language
L2	Second Language
LFP	Lexical Frequency Profile
RCL	Reciprocal Cooperative Learning
SD	Standard Deviation
SDT	Self-Determination Theory
SLA	Second Language Acquisition
SPSS	Statistical Package For Social Learning
STAD	Student Teams-Achievement Divisions
STL	Structured Team Learning
TAI	Team Assisted Individualization
TGT	Teams-Games-Tournament

TL	Traditional Learning
UMP	University Malaysia Pahang
ZPD	Zone Of Proximal Development

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