# A Study of the Use of Student Teams-Achievement Divisions (STAD) Technique in Teaching Chemistry to the Grade Nine Students

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## Abstract

This study aims to highlight the use of Student Teams-Achievement Divisions (STAD) Technique in teaching Chemistry to the Grade Nine Students. One of the cooperative learning techniques is Student Teams-Achievement Divisions (STAD) Technique. This study employed descriptive case study. In the total sample, there are two chemistry teachers and eight Grade Nine students in Aunglan Township. The participants in this study were selected by purposive sampling method. The instruments used in this study were observation checklist, interview guidelines and lesson plans based on the content area of Chapter 13 from Grade Nine Chemistry textbook. The data were analyzed through cyclic process and constant comparison method was used. According to the result, teacher's implementation, students' responses and barriers highlight the use of STAD technique. The benefits of teacher implementation using STAD technique encourage students' individual accountability, social interaction, shared responsibilities and goal achievement. The students' responses become more active, enthusiastic and positive. In addition, teachers encounter barriers such as class control and time limit. Therefore, these findings can support for the successful implementation of STAD technique in teaching chemistry.

**Key words**: Student Teams-Achievement Divisions (STAD) Technique, Chemistry, Technique,

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