

USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD TO IMPROVE THE WRITING ABILITY OF THE SECOND YEAR STUDENTS OF MTs BUSTANUL ULUM PEKANBARU

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2015

Abstract: *After doing a small observation in the process of teaching and learning English and having an interview with one of English teachers in MTs Bustanul Ulum Pekanbaru especially in the second year students. Most of the students were lack of interest to learn writing ability and their writing score were lower than KKM so the teacher and the researcher needed to find out the way to attract the students' interest in learning writing ability. Students Teams Achievement Divisions (STAD) method was chosen to improve the students' writing ability in writing recount text because STAD method could attract the students' interest by giving a reward to the students in the end of meeting. Then, the researcher also want to introduce about cooperative learning method to the students through STAD method. This research was aimed to find out whether STAD method could improve the students' writing ability. The participants were 31 students of second year students. All of the students were girls. The data were collected from August 21 until Sept 25, 2015. This research was an Classroom Action Research (CAR) which consisted of three cycles, two meetings in each cycle. The research finding showed that STAD method could improve the students' writing ability, the improvement could be seen from pre-test with average score was only 44,3 (Moderate) and post test-three increased to 70,6 (Good). STAD method was attracted and motivated the students in learning writing. It also helped the students to build their confidence and became more active in achieving their objectives. STAD methode could improve the students' writing ability in writing recount text.*

Keywords: *Students Teams Achievement Divisio (STAD), students' writing ability, recount text*

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Abstrak: Setelah melakukan observasi awal pada proses belajar dan mengajar Bahasa Inggris dan melakukan wawancara dengan salah satu guru Bahasa Inggris di MTs Bustanul Ulum Pekanbaru khususnya pada siswa kelas dua, sebagian besar siswa kurang tertarik untuk belajar menulis dalam bahasa Inggris dan mereka mempunyai nilai menulis lebih rendah daripada KKM sehingga guru perlu mencari cara untuk menarik ketertarikan siswa untuk belajar menulis dalam Bahasa Inggris. Metode Student Team Achievement Division (STAD) telah dipilih untuk memperbaiki kemampuan siswa dalam menulis khususnya menulis recount text karna metode STAD mampu menarik perhatian siswa dengan memberikan hadiah disetiap akhir pertemuan. Peneliti juga ingin memperkenalkan metode pembelajaran kooperatif kepada siswa melalui metode STAD. Penelitian ini bertujuan untuk mencari tahu apakah metode STAD dapat memperbaiki kemampuan siswa dalam menulis. Subyek dari penelitian ini berjumlah 31 orang siswa kelas dua. Semua siswa adalah perempuan. Data telah dikumpulkan dari tanggal 21 Agustus hingga 25 September 2015. Penelitian ini adalah penelitian tindakan kelas yang terdiri dari tiga siklus, dua pertemuan disetiap siklus. Hasil penelitian menunjukkan bahwa metode STAD dapat memperbaiki kemampuan menulis siswa, perbaikannya dapat dilihat dari pre test dengan nilai rata-rata 44,3 (Lumayan) dan post test-three naik menjadi 70,6 (Bagus). Metode STAD dapat menarik dan memotivasi siswa dalam mempelajari kemampuan untuk menulis. Dan juga membantu siswa untuk membangun keyakinan dan menjadi lebih aktif dalam mencapai objek mereka.

Keywords: *Students Teams Achievement Division (STAD), students' writing ability, recount text*

INTRODUCTION

Writing is a discovery process, it involves discovering ideas, discovering how to organize them and discovering what you want to put your readers (White, 1987). It means, writers can share their ideas, information, judgement, education and etc by writing. Writing also becomes one of the most important english skills to be successful in education. Based on students' daily life at school, almost everytime they do writing. In fact, writing is not easy, the students cannot make a mistake in writing a paragraph. According to experts, there are many methods that can be applied in improving students' writing ability. One of them is Students Teams Achievement Divisions (STAD). STAD is an effective method to be applied to teach writing because STAD method can encourage the students to write the paragraph (Nusyifarani, 2013). The tudents can be more interested to write in the team work, because they can easily discuss about their ideas in a group. STAD is not only easier to make students understand the lesson but motivate and interest students in learning English particularly in reading ability as well (Budi, 2011).

DISCUSSION

The Nature of Writing

According to White (1987), writing is the process to learn how to express the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. It means that, a communication which oral and written will not happen without process. A good process will create a good communication and vice versa. The writer can tell what the writer want to share (information, education, judgement, etc) or present the writer's thought and feeling by considering the important skill in writing ability. According to Hughes (1989), there are five aspects in making a good writing; first, grammar is important for the students to be mastered because it is the basic to understand a language. The basic grammar helps students to compose a text. In this case, we use the passive voice. Second, vocabulary, in order to write well, the ability to choose and use to appropriate vocabulary should be mastered. So, they can explore more deeply about what ideas they want to express properly. Third, mechanic include some matters such as spelling, punctuation and capitalization. Spelling is important in order to make a meaningful writing. The meaning will be changed if a word is misspelled. Punctuation is a command for the reader to raise his voice or drop his speed and stop reading. If the writer missed it, the meaning will be changed. Then, fluency (Style and ease of communication), a paragraph is said fluent when the choice of structure and vocabulary consistently appropriate. Last, form or organization, it is important for a paragraph to have form (organization), which means that all of the sentences in it discuss only one main idea, the paragraph has to have good form or organization.

The Discussion of Recount Text

According to Knapp, P. & Walkins (1994) recount text is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recount text has a function to tell the activity or event in the past to give information to the readers. Then, according to Anderson (1997), writing a recount text has a general education value and it helps the students to improve their language and their creativity. It is important for the junior high school students to learn about recount text because they have to learn it in two semesters respectively.

Writing a recount text is difficult enough because they have to develop their ideas into sentences and paragraph based on the generic structure of the text. The generic structure of recount are; orientation, in this orientation part is to introduce the participant, place and time. Then, event is to describe series of event that happened in the past (what happened). The last part is orientation, it is a closure of the events. It means, is the end of paragraph of recount text.

RESEARCH METHODOLOGY

This research was an action research. According to Kemmis and Robin McTaggart (1998) an action research is changing something that is used to improve the practitioners practice. It means that it could be used to improve the students' ability in the class. The teacher studied the students' problem in classroom and tries to make improvement. In this study, the population in this research were the second year students (class II.4) of MTs Bustanul Ulum Pekanbaru in academic year of 2015/2016.

The researcher used Student Team Achievement Division (STAD) method. According to Slavin (2008), STAD are designed to four or five members learning that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and the students work within their teams to make sure that all team members have mastered the lesson. Then, the teacher asks the students to present their paragraph in front of the class and give them a spontaneous quiz to added their groups' score. The winning group gets their reward in the end of meeting.

Before collecting the data, the researcher gave the students a pre-test to see the students' writing ability in writing a paragraph of recount text. This action research were consisting of 31 students of MTs Bustanul Ulum Pekanbaru.

In order to get the data, the researcher conducted three cycles in this action research. The researcher asked the students to write a paragraph of recount text in group with new topics in every treatments. There were two treatments in each cycle. In collecting the data, the researcher would see the students' improvement by giving them a post test after two meetings in each cycle. The researcher collected the data by using quantitative and qualitative data. The researcher collected the quantitative data by administering the written tests to the students. The researcher observed and evaluated their result until the end of treatment. Then, the researcher used the observation sheets and field note to collect the qualitative data. There were two kinds of observation sheets, they were observation sheet for the students and observation sheet for the teacher.

To analyze the quantitative data, the researcher needed raters in this research. The raters were people who worked and experienced as English teacher. Raters helped the researcher to evaluate but the score was determined by the researcher. To find out

the students progress in writing ability by using STAD, the researcher used the following formula:

$$\text{Score} = G + V + M + F1 + F2$$

Where;

S : Students' score

G : Students' Ability in grammar

V : Students' ability in mechanics

F1 : Students' ability in form or organization

F2 : Students' ability in fluency

To know the real score of the students, the following is used:

$$RSM = \frac{TS}{30} \times 100$$

Where;

RS : Real score of each individual

TS : Total score of the aspect of writing

To know the students ability in pre-test, the data that already collected were analyze by using the following formula:

The average score as follow:

$$X = \frac{\sum X}{N}$$

Where;

X : The average score of the test

$\sum X$: The total scofe of the students

N : The number of the students

(Hatch & Farhady, 1982)

FINDING AND DISCUSSION

Before the written test was given to get the data, it was necessary to do small observation and discussion with the English teacher in order to measure the students' writing ability. In the small observation, the researcher found if the second year students in MTs Bustanul ulum Pekanbaru had to improve their writing ability. After doing an interview with the English teacher in MTs Bustanul Ulum Pekanbaru, the researcher also found if the second year students in MTs Bustanul Ulum Pekanbaru need a motivation and attraction to learn more about writing ability.

Therefore, the researcher gave the students a pre-test in the beginning as the basic level of their writing ability. In the pre-test, the students had to write a paragraph about recount text individually. The researcher found that the mean score of the students in the pre-test was 44.3 (Moderate). After getting the students' basic level from the pre-test, the researcher found that the students' writing ability was low. In this case, the researcher used Students Team Achievement Division (STAD) as a method of teaching writing ability especially about recount text to the second year students of MTs Bustanul Ulum Pekanbaru.

Then, there was a bit improvement from the pre-test to the post test-one after the researcher taught the students by STAD method in the cycle-one. The mean score of post test-one was 55.1 (Moderate). The students still need an improvement with their writing ability so that the researcher continued into cycle-two. After conducting cycle-two, the researcher gave them post test- two to see the students' writing ability after re-taught by using STAD method. The students' writing ability improved from 55.1 (Moderate) in the post test-one to 64.2 (Good) in the post two. This improvement showed that the students could improve their writing ability after re-taught by using STAD method. The researcher decided to continue to the cycle-three. In this cycle-three, the researcher re-taught the students about recount text by using STAD method for two treatments. The researcher gave them the last post test in the end. The post test-three mean score was 70.6 (Good) level with 16 students from 31 students reached the KKM (76). Based on the result from pre-test to post test-three, it shows STAD method could improve the students' writing ability.

CONCLUSION

From the research that was conducted in MTs Bustanul Ulum Pekanbaru, the researcher found that STAD method could improve students in writing achievement. It could be seen from the average score 44.3 with no students who reached 76 (KKM) in the pre-test, then it improved into average score 55.1 in the post-test one, 64.2 in the post-test two and become 70.6 in the post-test three with 16 students or 51.6% who reached the KKM.

Then, the aspects of writing that could be improved well by using STAD method were mechanics then followed by form or organization and vocabulary, fluency and finally grammar. The researcher also found some factors that could improve students in writing achievement. First, this method was enjoyable because the teacher attracts students' attentions by giving rewards. It made them compete supportively to be a winner. Then, the teacher also gave motivation and support in every meeting that helped them to build their confidence.

Thus, using STAD method was effective to improve students' writing ability of the second year students of MTs Bustanul Ulum Pekanbaru in the academic year 2015/2016.

SUGGESTION

From the conclusion above, there are some suggestions; first, in teaching writing, it is better for the writer as an English teacher to use STAD method to improve the students' writing ability because when the writer as a teacher taught the students by using STAD method, the teacher could attract the students to work and learn more active by giving them a reward in the end of meeting. Beside that, it can develop their knowledge and skills when working in group. It is also based on the writer experience when teaching them by using STAD, the students seemed active because when working in group, they can shared their passion and opinion with their group. Second, it is suggested to the teacher to design the learning process as interesting and understandable as possible so that the students are motivated to follow the lesson. STAD method is one of good method that can be used by the teacher to attract the students' interest in learning writing by group.

Third, it is better for the teacher to be always be patient with the students' progress in writing in group. Due to the research in MTs Bustanul Ulum Pekanbaru, the teacher ought to motivate the students more and more to make them confidence because the progress can not be reached without an effort. Fourth, it is better for the teacher to prepare the lesson including the material. In case, in teaching STAD method in MTs Bustanul Ulum Pekanbaru, the teacher suits the syllabus by teaching recount text in order to not to interfere the curriculum. All of them should be suitable with the students' needs and level. Last, it is important for the writer as an English student to complete her research to fulfill one of the requirements for the awards of undergraduated degree in English study program.

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