

## STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE IN TEACHING WRITING NARRATIVE TEXT

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**Abstract:** This study investigates the effectiveness of Student Teams Achievement Divisions (STAD) technique, proposed by Slavin (2005) and his colleagues, in teaching writing Narrative text. This study also investigates students' responses to see the potential of the technique to be applied in the classroom. The study employs a qualitative case study research design. The data were obtained from several sources, including questionnaire, classroom observation (teaching process), and collection of samples of students' texts in every meeting, which were then analysed using systemic functional grammar (SFG) in terms of generic structures and linguistic features of Narrative text. The findings reveal that Student Teams Achievement Divisions (STAD) technique is effective in teaching writing Narrative text. Data from classroom observation and students' texts show the improvement in students' writing skill in writing narrative text. The students write a good narrative text with clear generic structures and appropriate linguistic features. Moreover, the data from the questionnaires shows some responses from the students toward STAD technique. Firstly, STAD technique is found to be helpful for the students academically and socially. Secondly, the technique is also proven to motivate the students to learn more. However, to some extent some students did not want to participate in the team because the higher achiever students tended to dominate more in the discussion. Based on the findings, it is recommended that STAD technique should be used in teaching English, especially in teaching writing Narrative text. However, in order to achieve maximum benefits of the technique, it is suggested that some aspects of the technique should be improved, for example, the teacher needs a clearer guidance to be given to the students, the team should be shuffled, and the activity should be more varied.

**Keywords:** STAD, Writing, Narrative Text

### Introduction

Writing is "a complex skill that engages the writer in physical as well as mental effort" (Constantine, 2007, p. 7). This is one reason why writing is seen as the most difficult skill to be learned among the four skills in

English: listening, speaking, reading, and writing. The difficulties in writing have been one of the reasons why students see writing as a difficult skill to be learnt. Teachers need to find a suitable method in teaching writing in order to make the students improve their

writing skill. One method that can be applied in teaching writing is Student Teams Achievement Divisions or STAD.

Many researchers have conducted some studies related to this technique. Although a lot of research has been conducted and shows the effectiveness of STAD, research on the implementation of STAD in writing class is rare especially in the research site. In order to fill the gap in the study about STAD, this study aims to find the effectiveness of STAD technique in teaching writing narrative text.

### **Literature Review**

There are some theories that should be reviewed to support this study. The first is about the nature of writing. Writing is “not only how people produces some words” (Alwasilah, cited in Alwasilah, 2007, p. 42), but it also requires a long and complex process. This statement is also supported by Myles (2002, p. 1) who states “...writing in a second language is a complex process involving the ability to construct a text in order to express one’s idea effectively in writing.” Moreover, Byrne (1993, p. 4) says, usually, writers face “psychological problems, linguistic problems and cognitive problems” in writing which is why writing is

tend to be seen as a difficult skill to be learned.

The second is about the STAD technique. Student Teams Achievement Divisions (STAD) is “a cooperative learning method developed by Slavin and his colleagues which has been influential in bringing positive effects in multiple grades and subjects” (Alijanian, 2012, p. 1). STAD is the “easiest technique” (Palmer, 1998, p. 1) to be applied in the classroom among the other cooperative learning techniques. In STAD approach, “students are divided into some small group consisting four or five members who have heterogeneous grouping of high, average, and low achievers of diverse ethnic backgrounds and different genders” (Palmer, 1998, p. 1). Alwasilah (2002, cited in Alwasilah, 2007, p. 44) states, “...dividing a big class into some small groups can help the students to develop their own potential in writing a text.”

Slavin (1995, cited in Norman, 2005, p. 6) outlines four key components in the implementation of STAD in the classroom. They are “class presentations, teams, quizzes, and team recognition.” Slavin (2005, p. 143), then, adds another key component of STAD that is “individual progression score”.

In the class presentation, teacher introduces new material through lecturing, class discussion, or some form of a teacher presentation (Alijanian, 2012, p. 1). Teacher needs to make the presentation focused on STAD unit so that the students realize they have to give their attention to this class presentation so that it will help them to do the quiz (Slavin, 2005, p. 144).

After the class presentation, teacher makes team groups consist of four or five heterogeneous team members (Norman, 2005, p. 7; Slavin, 2005, p. 11). Team is “the most important feature in STAD which emphasizes on doing the best for the team to help each other in achieving their study” (Slavin, 2005, p. 144). Alijanian (2012, p. 1) states that in this stage, team members cooperate together on the worksheets designed to extend and help boost the material taught by the teacher. The main function of the team is for ensuring all of members of the team to overcome the material and ready to do the quiz well (Slavin, 2005, p. 144).

The next step is individual quizzes. In this stage, “all of the students have to work individually and their team mates are not allowed to help one another during these quizzes” (Alijanian, 2012, p. 1).

After doing the quiz, the teacher needs to give individual progression score to each team. This aims to motivate the students to do better for the next quizzes. All of the members of the team can participate to give their score to the team score. The students will collect their individual score “based on the improvement between their pre-score and their quiz score” (Slavin, 2005, p. 146).

The last stage of STAD technique is team recognition where quiz scores are “juxtaposed to past averages; points are given based on improvement from past performance” (Alijanian, 2012, p. 1). In this stage, teams that surpass the criterion set out should be given some kind of “reward for their success” (Norman, 2005, p. 8; Slavin, 2005, p. 146).

According to Slavin (2005) there are some advantages of STAD technique. Slavin (2005, p. 105) finds in his study that STAD technique increases the number of friendship between black and white students. This finding proves that STAD technique gives a positive effect to students’ social life.

Another advantage of STAD is the lower achiever can also participate more in the classroom (Slavin, 2005, p. 112). Besides that, this technique can also increase students’ self-esteem and motivate the students to learn more. Slavin (2005) finds

that students in STAD class think that their success does not depend on their luck but depends on how they work. The students are also intrinsically motivated to do their best (Slavin, 2005, p. 129-130). In addition, the last advantage of STAD technique is that students come to the class every day (Slavin, 2005) because they realize that their team score depends on them.

As one of Cooperative Learning method, STAD also has some disadvantages as Slavin (2005) states that some of students, in STAD class, do not want to work as a group nor do they want to participate in the group and let their group members to do the work alone. Another disadvantage of STAD is the class becomes noisier that makes students hard to pay attention to the teacher.

## **Methodology**

A qualitative case study design was used in this study. "A qualitative case study can be defined in terms of the process of actually carrying out the investigation, the unit of analysis (the bounded system, the case), or the end product" (Meriam, 1998; cited in Duff, 2008, p. 21). The research was conducted in one senior high school in Serang. One class of XI consisting of 30

students was chosen as the participants of this study.

There was one data collection technique that used in this study. It was document analysis from the students' texts. The students' texts, then, were analyzed using SFG in terms of schematic structures and linguistics features of Narrative text adapted from Joyce & Feez, 2004; Christie & Derewianka, 2008; and Gibbons, 2009 (cited in Emilia, 2010, p. 168-169).

## **Data Presentation and Discussion**

### **• The Effectiveness of STAD Technique**

The effectiveness of Student Teams Achievement Divisions (STAD) technique in teaching writing narrative text can be seen through the students' texts. Based on the analysis of the students' text, STAD technique was effective in teaching writing narrative text. The technique was said to be effective because there was an improvement in students from their first draft to their final writing. The analysis of the students' text, in terms of generic structures and linguistics features, for each meeting is presented below.

The discussion and analysis presented below were taken from the first draft and

final writing which was written by Student B who was categorized as a middle achiever student. The aspects that were analyzed cover schematic structures and linguistics features of Narrative text as proposed by Joyce & Feez (2004), Christie & Derewianka (2008), Gibbons (2009), and Wajnryb (2009).

The first draft of the students' works was collected on Wednesday, August 28<sup>th</sup>, 2013. The students were asked to write their first draft about one legend from Indonesia. The example of the students' text (Student B) can be seen in the table below.

**Table 1 the Example of Student B's First Draft**

<b>The Crying Stone</b>
Once upon a time, in a village. Lived a beautiful girl. Her named Laras. She lived with her mother. But, she is very despicable to her mother.
One day, Laras and her mother walked around at the village. Then, some boys ask Laras who is the old woman and Laras say that she was her servant.
At home, her mother prayed to God because she was broken heart. At night, something happened. Suddenly, Laras became a stone.
2 years later, after the tragedy, the people of village always saw and hear the stone cried and tears were falling down. And the people of the village called it as "the crying stone".

In terms of schematic structures, Christie & Derewianka (2008), Gibbons (2009), and Wajnryb (2009) divide the

schematic structures of narrative into orientation, complication, and resolution (Emilia, 2010). Orientation is usually at the start or the beginning of the story (Wajnryb, 2009, p. 20). In table 4.5, Student B has already written a suitable title for her story that was "The crying stone". In the beginning of the story, she wrote a bit information about the setting and characters of the story which appropriates with the function of orientation stated by Christie & Derewianka (2008) and Gibbon (2009) cited in Emilia (2010, p. 168), Orientation aims to "introduce the characters and tell the reader something about them". Knap & Watkins (2005, p. 223) also said that "every story needs an orientation because it is impossible to tell a story unless we see that there are characters set up in a particular time and place." In Student B's text, she already wrote a bit information such as the time that was "*once upon a time...*" the place that was "*in a village...*" and the characters of the story that was "*Laras and her mother.*" Student B also described how Laras personality is.

Complication is "the backbone of the narrative" (Yvonne, 1998, p. 7). Moreover, Christie & Derewianka (2008) and Gibbons (2009) add that "complication is where the reader discovers the problem and something happens which the characters do not expect"

(Emilia, 2010, p. 168). The problem in Student B's story was Laras did not admit that the old lady was her mother and told the boys that she was her servant.

Resolution is "where the problem is solved" (Christie & Derewianka, 2008; Gibbons, 2009; cited in Emilia, 2010, p. 168). The resolution of this story was in the last paragraph (see table 1). Student B wrote a simple ending for her story. Then, she also already gave a coda in her story that was "*the people of the village called it as the crying stone.*"

Joyce & Feez (2004) and Gibbons (2009) state that the linguistic features of narrative text are "using time connectives, using past tense, using many action verbs, containing dialogues and saying verbs, using thinking verbs, and using descriptive language" (Emilia, 2010, p. 169-170). In terms of linguistic features of narrative text, Student B already used time connective in her story, she wrote "*Once upon a time... one day... Then...*" As can be seen in paragraph

two (see table 1), student B used two tenses to narrate the story. This can be meant that she couldn't maintain tense's consistency. Student B used a little bit basic-connective in her story such as *but*. Then, she used some action verbs such as *walked* and *moved*. In the table, there was not any dialogue and saying verbs in Student B's text.

In conclusion, the generic structures of Student B's text could be said as a good text. Although, the writer ended her story in a simple ending. In term of linguistic features of Narrative text, Student B's text could not be said as a good text. It can be seen from her text that she could not maintain tense's consistency. She also did not write any dialogue in her story.

The Final writing of the students' works was collected on Wednesday, September 11<sup>th</sup>, 2013. The students were asked to write their final writing about one legend from Indonesia. The example of the students' text (Student B) can be seen in the table below.

**Table 2 the Example of Student B's Final Writing**

<b>The Crying Stone</b>
<p>Once upon a time, there was a beautiful girl who lived with her poor mother in the village. Her name was Laras. Her mother loved her so much. But, she was very despicable with her mother.</p>
<p>One day, her mother asked Laras to go to the market with her. They bought some foods for their living. On their way back to their house, Laras let her mother to bring all of the food alone. She did not even offer some help to her mother.</p>
<p>When they were walking around her village, they passed some boys. Then a handsome boy asked her.</p>
<p>“Hey beautiful girl! Is the lady your mother?” he asked while laughing.</p>
<p>“What?! No! My mom died years ago.” Laras said.</p>
<p>“Then, is she your servant?” he asked again.</p>
<p>“YES! She is my SERVANT!” Laras said.</p>
<p>After heard it, Laras mother became sad and went home alone. She prayed to God to punish her daughter.</p>
<p>Then, at night, when Laras slept, there was a big storm outside their house. Because of the storm, Laras woke up and ran to save her life. But, suddenly, Laras could not move at all. Then, she cried and asked her mother for help.</p>
<p>“MOM! HELP ME! I CANNOT MOVE! MY FOOT!” Laras cried.</p>
<p>Unfortunately, her mother didn't hear her.</p>
<p>“MOM! I'm sorry! I promise I will not call you a servant anymore! MOM! I love you!!” Laras still cried. Then, Suddenly, all of Laras' body was frozen. She could not move at all.</p>
<p>In the morning, there was a big stone that looked like Laras. People at the village surrounded the stone with confused on their face. Then, an old lady came to the stone and cried. The old lady was Laras mother.</p>
<p>After the tragedy, people called the stone as “the crying stone” because they saw some tears fell down from the stone.</p>

In terms of schematic structures, (Emilia, 2010). Orientation is usually at the start or the beginning of the story (Wajnryb, 2009, p. 20). In table 2, it can be seen there was an improvement in the orientation of her orientation, complication, and resolution

story. Student B wrote another event to the story in the orientation.

Complication is “the backbone of the narrative” (Yvonne, 1998, p. 7). Moreover, Christie & Derewianka (2008) and Gibbons (2009) add that “complication is where the reader discovers the problem and something happens which the characters do not expect” (Emilia, 2010, p. 168). In the complication of her story, Student B also did not add any information or event to her story.

Resolution is “where the problem is solved” (Christie & Derewianka, 2008; Gibbons, 2009; cited in Emilia, 2010, p. 168). In the resolution, Student B wrote an event to her story. She added how Laras became a crying stone.

Joyce & Feez (2004) and Gibbons (2009) state that the linguistic features of narrative text are “using time connectives, using past tense, using many action verbs, containing dialogues and saying verbs, using thinking verbs, and using descriptive language” (Emilia, 2010, p. 169-170). As can be seen in table 4.2, Student B added some dialogues into her text. In terms of linguistics features, Student B’s text could be said as a good text. In other words, Student B’s text was already good in terms of schematic structures and linguistic features of Narrative

text. This indicated that Student B’s writing skill has improved. This was meant that Student B understood the schematic structures and linguistic features of the narrative well.

## **Conclusions**

This study was concerned with the effectiveness of STAD technique in teaching writing narrative texts to eleventh-graders. The purpose of this study was to investigate whether or not this technique is effective in teaching writing narrative text. Furthermore, this study also aimed to discover students’ responses toward the technique.

The research found that STAD technique was effective in teaching writing skill. Additionally, the technique was found to be potential to provide better. This was proven by the analysis of the students’ texts and several responses from the students toward the technique. First, STAD technique could help the student academically. One of main concepts of STAD was team. Here, the students shared their knowledge about narrative text and also gave some feedback about the members’ writing. This could help the students to understand the material well and in the end the students could write a good narrative text. Second, STAD technique



motivated the students to improve their writing skill. This could be seen by the students' responses that they said they were motivated to have a good score in every quiz. The team also motivated the students to do their best because each member's score participate in recognition team stage. So, each member motivated him/herself to do him/her best in order not to disappoint him/her team members. Third is STAD technique helped students' social life. Based on the findings, the students felt that they become closer to their classmates, especially their team members. In addition, they also said that they learnt to appreciate or respect others' opinion through this technique. Working in a group asked them to participate more in the team, moreover, in STAD technique, each group consists of heterogeneous members which can help them to socialize with each member of the team well.

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