

# **THE IMPLEMENTATION OF STAD TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE FIRST GRADE OF SMAN 3 BANDAR LAMPUNG**

**Fikha Okta Maulani H\*, Patuan Raja, Hery Yufrizal**

FKIP University of Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1

\*email: [fikhaokta@yahoo.com](mailto:fikhaokta@yahoo.com) , Telp: 085269482752

**Abstrak.** Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan pada kemampuan siswa dalam menulis teks recount setelah belajar menggunakan teknik STAD. Penelitian ini merupakan penelitian jenis kuantitatif. Sasaran penelitian ini adalah 28 siswa tahun pertama di SMAN 3 Bandar Lampung. Tes menulis digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa terdapat peningkatan pada kemampuan menulis siswa setelah implementasi dari teknik STAD dengan tingkat signifikansi  $p < 0.05$  ( $p = 0.00$ ). Dapat disarankan bahwa pengajaran menulis menggunakan teknik STAD dapat membantu siswa dalam meningkatkan kemampuan mereka dalam menulis.

**Abstract.** The aim of this study was to find out whether there was an improvement of students' ability in writing recount texts after the students were taught through STAD technique. This research was quantitative. The subjects of this research were 28 students of the first grade of SMAN 3 Bandar Lampung. The writing test was used as the research instrument to gain the data. The result showed that there was an improvement of students writing ability after the implementation of STAD technique with the significant level  $p < 0.05$  ( $p = 0.00$ ). This suggests that writing through STAD facilitates the students to improve their writing ability.

**Keywords:** writing, student team achievement division (STAD) technique, recount text

## INTRODUCTION

Writing belongs to the productive skill that demands the students to produce their thoughts, ideas, and feelings or to convey message to the reader in written form. Writing plays a very important role in humans' daily life. Many information, announcement, letters, invitation, or even warnings are made in the form of writing. At school, the students also have many writing works such as, making a note, making list, and making any kinds of writing texts like descriptive, recount, narrative, spoof and etc. By writing, all of the information can be shared easily and the social relationship in communicating can be maintained. As Peha (2010:58) states that writing is a communication of content for a purpose to an audience. Therefore, writing can be said as a process of giving and putting ideas or messages into words. So that when someone writes, the expressions that are produced should be meaningful and coherent. It aims to make the reader or the receiver get the message of their writings without any miscommunication.

Writing seems to be the most difficult skill among others. In writing, a conscious mental effort is required by students to write well with interrelated components of writing such as content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization and spelling. In line with the statement, Bell and Burnaby in Nunan (1998) states that writing is an extremely complex cognitive activity in which the writer is required to deliver control of a number of variables simultaneously.

These include control of content, sentence structure, vocabulary, spelling, mechanic, punctuation, and letter formation.

According to Campbell (2002), the students' problem in writing is that they cannot put their ideas and facts into paper since they are afraid if their ideas cannot be written correctly in terms of vocabulary and grammar. In addition, Chakraverty and Gautums (2000) also claims that one of the students' problems is they have difficulties in arranging information or ideas logically to achieve coherence in their writing.

Meanwhile, According to Depdiknas (2007), One of the standard competence and basic competence for English subject in Senior High School is the competence that should be mastered by students as the objectives of learning English is writing (expressing meaning in short functional text and simple essay with the form: recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life context. In this case, the students are expected to be able to write well in terms of the elements of writing. However, with all the obstacles, the expectation cannot be reached yet.

A good technique or method can be the way to deal with this kind of problem. The teacher needs to provide techniques which can motivate students in learning writing. One of the techniques is cooperative learning. According to Cinelli (1994), Cooperative learning

motivates the students to learn and encourages students to work together to maximize learning. Richard and Renandya (2002:49-50) also state that cooperative learning promote better learning because of some advantages such as it has a greater motivation for learning, a more relaxed atmosphere, more negotiate of meaning, and a greater amount of comprehensible input. One kind of cooperative learning is Student Team Achievement Division (STAD). Student Team Achievement Division (STAD) is a cooperative learning method developed by Slavin and his colleagues at John Hopkins University. Palmer (1998:1) describes that STAD is the easiest technique to be applied in the classroom among the other cooperative learning techniques. In STAD approach, students are divided into small group consisting of four-five members who have different levels of ability and different gender to work together to accomplished a shared learning goal. Newman and Thompson (1987) claims that STAD is the most successful cooperative learning technique to improve students' achievement.

In addition, Novitarini (2009) conducted a research to see the effectiveness of Student Team Achievement Division (STAD) technique to improve students' ability in writing Descriptive Text. The findings of this research showed that students' progress during the teaching and learning process by using STAD technique was good. Since this research used Junior High School students as the subject, the researcher applied STAD to teach first year students of senior high school. Another research was done

by Hayatunisa (2013) who used STAD to investigate the effectiveness of the technique in teaching writing narrative text at one senior high school in Serang. The findings of this research revealed that STAD technique is effective in teaching writing Narrative text. The data showed the improvement in students' writing skill in Narrative text.

In line with the two researches above, Nursyifarani, et al. (2013) also conducted a research with the title improving students' ability in writing procedure text through Student Team Achievement Division (STAD) for the tenth grade students of SMK Negeri 1 Ciomas. The result of the research indicates that STAD technique can improve students' ability in writing procedure text. Different with this previous research, the researcher applied STAD as teaching technique to teach recount text.

Based on the results of those previous studies, it can be inferred that all researchers proved STAD technique was effective or could improve students' ability in writing. Briefly, those previous studies also showed that STAD was good to be implemented in different text and different level of students. Thus, the researcher is interested to investigate whether there is an improvement of students' ability in writing recount text after being taught by using STAD technique and to know the aspect of writing that improves the most.

## METHODS

This research was a quantitative. In conducting this research, the writer applied one group pretest-posttest design. This study was conducted at the first grade of SMAN 3 Bandar Lampung. X IPA 1 was chosen as the sample of this study which consisted of 28 students in the second semester of academic year 2016/2017. For the data collecting technique, the writer used writing test which were pretest and posttest. The pretest was conducted before the treatments, the students was given 90 minutes to write based on the topic given. The posttest was administered after the treatments given and it also last for 90 minutes. This research was conducted in six meetings: pretest, two times treatments, and posttest. The data collecting instruments were found to be valid based on the curriculum. In addition, to make sure the reliability of the data collecting instruments, whether it was reliable or not, it was analyzed by using Rank-order Correlation. The reliability of this research was considered as very high reliability because it ranged from 0.8 until 1.0, for the pretest reliability is 0.92 and the posttest is 0.96. The students' score in pretest and posttest were analyzed by using Paired Sample t-test of SPSS 16 program.

## RESULTS

The pretest was administered to the students in order to know their ability before having any treatments. The test lasted for 90 minutes. As the result, the mean score of the pretest was 63.30. The highest score was 75.5 while the lowest was only 45. The students' score in pretest were various.

The posttest was administered after the treatments were given to the students. It aimed to see the students' improvement of their writing ability in their score. Based on the result, the mean of the students' score in posttest was 73.75 with the highest score was 85 while the lowest score was 61. It was found that the students' score in posttest were also various.

Referring to the results of pretest and posttest, it can be concluded that there was an improvement of students' ability in writing recount text after the implementation of STAD technique. It was seen from the mean score of pretest was 63.30 increased to 73.75 in the posttest. The gain was 10.45. In addition, the improvement of each aspect in writing was already found out. We could see from the table below.

**Table 1. The Improvement in Each Aspect of Writing**

Aspects of Writing	Mean score of Pretest	Mean score of Posttest	Increase	Percentage
Content	18.12	21.91	3.79	12.63%
Organization	13.76	15.55	1.79	8.95%
Vocabulary	13.50	15.58	2.08	10.4%
Language Use	14.96	17.23	2.27	9.08%
Mechanics	2.94	3.46	0.52	10.4%

Based on the table, it shows that content becomes the most improved aspect of writing with the increase 12.63%. Then, vocabulary and mechanic become the second most improved aspect with the percentage 10.4%, followed by language use

with the increase 9.08% and the last is organization with 8.95%. To prove whether the hypothesis was accepted or rejected, the researcher used t-test formula to analyze the data. The table below shows the result of Paired Samples Test.

**Table2. The Result of Hypothesis Testing**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	1.04464E1	2.15312	.40690	9.61154	11.28132	25.673	27	.000

The table shows that the two tail significance level was lower than 0.05. This indicates that there was a difference of students' ability in writing recount text before and after the treatments. It could be stated that STAD technique is able to be applied in teaching learning process to improve students' ability in writing. Thus, the hypothesis was accepted.

## DISCUSSION

The aim of this study is to see the improvement of students' ability in writing after being taught by using STAD technique. Based on the result, it showed that the achievement of students from the experimental class was at the significant level of  $p < 0.05$  which means there was an improvement and the technique gave positive effect to the students' writing ability. Besides, the data showed that there was an increase of students' writing skill in all aspects of writing. Newman and Thompson (1987) claims that STAD is the most

successful cooperative learning technique to improve students' achievement. In STAD approach, there are some steps that could easily be followed by students in order to make them perform better. The most important feature in STAD is teams. The students are divided into small group consisting of four-five members who have different levels of ability and different gender to work together to accomplished a shared learning goal. It means, STAD emphasized on the use of team success. Members in the team should ensure all their teammates have mastered the material, if they do not master the material, they will not perform well in the quiz. Thus, the steps in STAD could motivate the students to perform better.

In STAD technique, the students will be more active and dominant than the teacher. The technique made the students develop their critical thinking and consider the failure since they interact to each other members, give them greater

information and more negotiation of meaning by sharing the ideas. As Novitarini (2013) states that STAD method can create interaction between students-students and students-teacher, and students work cooperatively, it helps the students to feel free to give or explore their ideas in making paragraph, so they have interest and willingness to write. In addition, cooperative learning technique also gives a relaxed atmosphere, so the students will not feel burden to learn.

The findings of this study indicated that the implementation of STAD technique in teaching writing successfully improves students writing ability and content became the most improved aspect. The finding of this research supported Hayatunisa's (2013) research finding who claimed that STAD is found to be helpful for the students academically and socially. The technique is also proven to motivate the students to learn more, so they can improve their writing skill. Another correspond finding was from Novitarini (2009) who affirmed that the result of the students' progress during the teaching learning process by using STAD was good. She also stated STAD was good to be applied in teaching writing descriptive text. Then, the finding was also in line with the last finding research from Nursyifarani and Herawati (2013) who found the result in pretest was unsatisfying. However, after given treatments by using STAD, all students passed the standard score. It can be inferred that STAD technique can improve students' ability in writing procedure text.

In brief, based on those explanations, it can be concluded that STAD technique could improve students' writing ability in all aspects of writing.

## CONCLUSION

Referring to the findings and discussion, the writer concludes that there is an improvement of students' ability in writing after being taught by using STAD. Some stages in STAD could help the students to increase their ability in writing. Besides, STAD technique is very useful to improve students' ability in writing recount text in all aspects of writing especially in content aspect. Because by using this technique, the students will be much easier to develop the ideas of their writing. They will share their knowledge and information. Then, by interacting each other, it will sharpen their critical thinking. In addition, teaching writing by using STAD is very helpful for both teachers and students because the students will be more active. Since STAD emphasizes on the use of the team success which means each members in team will ensure that they have mastered the material. This technique is also believed to be one of the best way to motivate students to write and can decrease their pressure in writing by working as a team. Besides, working in team could make the students more active by interacting students-students and students-teacher, easier to solve the problems, and enjoy in learning writing.

## SUGGESTIONS

Based on the conclusion above, the researcher would like to give some

suggestions related to this study as follows:

1. The writer suggests for the English teacher to ask the students to bring dictionary because what the writer have experienced, the students too often asked the meaning of the English words then the class atmosphere was not really good. Then, the English teacher should monitor each team while they are having a team study, because when the students come to work cooperatively, there must be some students who do not give any contribution.
2. The writer also wants to suggest for the teacher to tell the students that there will be rewards for making them to be more motivated to perform better, especially for the students who have poor understanding of the materials.
3. This study applied Student Team Achievement Division (STAD) technique to improve students' ability in writing recount text. The findings of this study are expected to be used as starting point for further researcher to conduct this technique in different field or text types. And hopefully, the further researcher would be use STAD technique not only in writing but also in other linguistic skills.

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