IMPROVING STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT BY USING STUDENT TEAMS ACHIEVEMENT DIVISION METHOD

Aini Mardhiah

Sri Juriaty Ownie

Abstract

This study aims to improve students' achievement in writing recount text by using Student Teams Achievement Division (STAD) method. This Study was conducted by using classroom action research. The subject of the research was class X students of SMA Swasta Kebangsaan Denai Medan which consisted of 31 students. The research was conducted in two cycles and every cycle consisted of three meetings. The instrument of collecting data were quantitative (writing test) and qualitative data (diary notes, observation, and interview). Based on writing test scores, students' score kept improving in every test. The mean score of the first cycle was was 68,3, in the second cycle, the mean score was 76. Based on the diary notes, observation, and interview, it was found that teaching-learning process ran well. Students were active, enthusiastic, and interested in writing. The result of the research showed that Student Teams Achievement Division (STAD) method could significantly improve students' achievement in writing recount text.

Keywords: *STAD (Student Teams Achivement Division Method), Writing, Experimental Design, Recount Text*

Introduction

Background of Study

Writing as one of the skill that has to be mastered by the students is considered as the most difficult skill to be achieved (Mc Crimmon 1988:56). In order to achieve the goal of writing there are some aspects which should be

mastered sufficiently by the students, such as vocabulary, structure, and the ability to arrange the coherence and cohesive ideas.

Writing is different from speaking. In speaking we can find facial expression or tone when we are producing words that we can not find in writing Brown (2001). When speak, we tend to use informal and less structured grammar because we often produce words in spontaneous way, without preparation. We always use shortened sentences and incorrect grammar in speaking. In speaking we are using the words that familiar to use even using slang. In contrary, when we are writing we organize our words. We produce words in structured way and according to good grammar, using vocabulary that more formal than vocabulary that we are used in speaking, and adding punctuation as the symbol that representing tone when we speak. Additionally, Brown (2001) says that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking. The written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skills that not every speaker develops naturally.

In writing there are steps that is have to be used to produce a good writing. The steps are planning, drafting, editing then get the final writing (Harmer, 2004). These steps enable us to complete our writing step by step and make the process become easier to do. Based on writer's experience and observation, the students' writing skill in Senior High School is still very difficult to develop and still need suitable technique to develop their skill in writing. This is happened because some reasons, which are lacking in information about the material, students' limited vocabulary and grammar and lack in confidence to express their ideas.

There were many reasons that make the students' achievement low in writing. In this study, the writer deals that writing as her topic because based on obseravtion and interview at SMA Swasta Kebangsaan Medan where the students find some difficulties in writing recount text. Students found difficulties to write because they do not have any idea to write, their grammar and vocabulary is not good, and also they are not confident to use their own language. This fact can be seen on their score in writing english text, especially recount Text. From teacher's note about her students show that only 30% in grade X that passed the minimum completeness criteria (KKM = 75). There are Moreover, the students feel that teaching learning process is monotonous and uninteresting.

Many students cannot write well because they get the material poorly, the applied method which is used in teaching process is not suitable, limited vocabulary and grammar of them, and lack of confidence in expressing their ideas. The writer chooses method because the method is taking place in the classroom and can help both teacher and students in teaching learning process. The writer use student teams achievement (STAD) method because this method indeed, can be help the students in understanding the material. This method helps the students by understanding the material together but applies what they learn individually.

STAD is one of the simplest method to conduct of all cooperative learning method, and is the good approach for the students (Slavin, 1995). STAD is a method that was designed by Slavin in 1978. This method is a collaborative learning strategy in which small group learners with different level of ability together to accomplish a shared learning goal (Slavin, 1978). In the teaching

learning process in this method, the students are given motivation to work together to complete the goal, for example good score. The students are assigned to bed in groups and then they helped each other in the group in order to mastering the material and also complete the work group given by the teacher. The group dismissed when the quiz given and they did the quiz individually. The quiz is given as the measurements for the students achievement in material that they have learn before.

Research Question

In relation with the background of the study, the problem is formulated in the form of a question as follows: "Does Student Teams Achievement Division (STAD) method significantly improve students' achievement in writing recount text?"

Conceptual Framework

Writing is a form of communication to deliver thought or to express feeling through written form. To create a good writing, mastering skill in writing is necessary to do. Writing must be practiced many times to get the good result. The quality of technique can influence the students' skill in the learning process, especially in writing recount paragraph. Curriculum stated that student should be able to write recount paragraph as a competency that must be accomplished.

There are many way to help the student to accomplish their goal. One way is to give the learning approach. Conducting the teaching learning process by applying Students Team Achievement Division (STAD) is one of way to help the student. It is applied by do the class presentation where the teacher give the students the material. Then, students are divided into groups with heterogenous

member then together mastering the material and do the worksheet. After that, they got individual quizzes. Then, comparing their scores to the base score and also added the the group points if their individual score is exceed their base score. Finally, get reward if their team exceed the criteria. This method can help the students to help and motivate each other to shared the same goal and also increase students social interaction.

Student Teams Achievement Division (STAD)

STAD is a collaborative learning strategy in which small group of learners with different level of ability work together to accomplish a shared learning goal. This method was designed by Slavin in 1978. STAD is a prevailing and simple technique in cooperative learning. It consists of five major components (Slavin, 1986): class presentations, teams, quizzes, individual improvement scores, and team recognition.

1. Class Presentations.

In STAD material is introduced in direct instruction or discussion way, but involves audio – visual presentations. Students must pay attention carefully during the class presentation, and then students can do the quizzes well afterward to gain good scores for their teams.

2. Teams.

Teams consist of four or five students working in heterogeneous teams according to academic performance. The team meets to study worksheets, discuss problems together, compare answers, and correct misconceptions. The major function of the team is to promote its members to do best on their work.

3. Quizzes.

Students take individual quizzes during the quizzes that are not allowed to help each other. This makes sure that every student is responsible for knowing the material.

4. Individual improvement scores.

Students quiz scores are compared to their past average. The students earn points for their teams based on how much their scores could exceed their previous quizzes. When students make progress on their quizzes, the whole group's performance will be improved.

5. Team Recognition.

If students' average scores exceed a certain criterion, teams can learn certificates or other rewards.

Methodology

The design of this study was a classroom action research. It applied in order to investigate the improvement of students' achievement in writing Recount text through STAD method. Action research was an activity with diagnosing problem and attempting to solve it in order to get beneficial change in teaching-learning process. According to Carr & Kemmis (1986:162) Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out. This thesis was done in classroom action research after seeing students' achievement in writing recount text which was still low. By doing this

study, the thesis aimed to improve the students' ability and also the quality of teaching.

The Population and Sample

The population of this study was the first year students of SMA Swasta Kebangsaan Medan. There were 31 students in the classroom. It was located at Perguruan Tinggi Swadaya street, Medan.

The reason for choosing this school as the location for research was because having observed to SMA Kebangsaan Medan and found that the students felt difficult when they were asking to write, especially writing recount text.

The Instrument of Collecting Data

In this research, the source data was the students of grade X in SMA Swasta Kebangsaan Medan and the data for this study was collected through both qualitative and quantitative data. Qualitative data was collected by using observation and interview. The observation sheet was used to measure the students activities in teaching-learning process. The writer was given the observation sheet to English teacher as the observer. The English teacher as the observer was observed the writer and the running class in every activities, included their way of her teaching, how far the students interested and the context of the situation etc. The result of observation sheet was used to describe the way of the writer in presenting the topic and the situation of the class. The interview was in the semi-structured interview. The interviewers aimed "to elicit self-reports of their opinions, attitudes, values, beliefs and behaviours" (Sproull, 1988: 161). The interview was one of the commonest and most flexible data-collection tools

used in educational research (Drever, 1997). Through interviews, researchers can gather information in a face-to-face situation.The quantitative data was collected by using quiz and essay. The diary notes was used to observe the students' while the run of writing recount text. It was expected that the require data of the research was achieved. Diary note contain the writer's personal evaluation about the class and the progress of the project

Technique of Analyzing the Data

This study used qualitative and quantitative data. The qualitative data was used to analyze data that cannot be measured. It was analyzed from the interviews sheets and observation sheets to describe the improvement of the students writing procedure text using STAD method. Observation sheet and interview were used to describe the situation during the teaching-learning process and to see the feedback of the teaching learning process. The quantitative data was used to analyze data that can be measured. The writing test conducted to analyze the students' scores. To collect the data, the researcher observed the activities using STAD method as their concern to write the achievement of the students in writing recount text.

The mean of the score in the quantitative data was hence measured by using formula as follows:

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

Where:

$\tilde{X}$ = The mean of the students' score

$\sum \chi$ = The total score

N = The number of students

Result and Discussion

The researcher organized all data which were quantitative and qualitative, from all the meeting that had been conducted. The researcher also interviewed both the teacher and students about their problem in writing recount text. Before giving the method to the students, they were confused in writing their ideas, bad grammar, lacking in vocabulary and did not understand well about English writing, especially recount text. Although they were still confused, the result of the first cycle test was better than their score before given the method and the result in second cycle was better than in the first cycle.

Before the writer applied the method, the mean of the students was 51,1. It was very low because the students did not know how to write recount text well. After conducting cycle I, the mean of the students was 68,3. The mean was still low, so the researcher conducted the second cycle. the mean of cycle II was 76. There was significant improvement of students score in each test. The first cycle score was better than the preliminary although it was still low. in the second cycle, there was better improvement in students' score. The students who got the score up to 75 were improved. It can be seen in the table 4.2.

Table 1. The Improvement of Students' Writing Achievement in Recount text
By Using Student Teams Achievement Division (STAD) Method.

Competence	Test 1	Test 2
Score	2120	2356
Mean	68.3	76
Number of Students Getting Point 75 and up	5	25

The mean of students' score in test 1 was 68.3. It was still low because most of the students did not know how to produce recount text well and difficult to express their ideas although they had been given method in teaching learning process. In cycle II, there were big improvement from the students. The mean was 76 and tthere were 25 students who passed the criteria.

The researcher also analyzed the data which were taken from diary notes, observation sheet and interview sheet. From diary notes, it can be concluded that students were study more efficient group dicussing which was part of student teams achievement division (STAD) method. The interview sheet showed students' problem in writing recount text and their opinion of using STAD in teaching-learning process. From observation sheet, the class was run well. All these datas indicated that the students gave good response in teaching learning process. The students seemed more enjoy study between them to mastering the material rather than study individually. From the data above, it can be concluded

that teaching writing recount text by using STAD method improve students' achievement.

Conclusion And Suggestions

Conclusion

After analyzing the data, the researcher found that students' achievement in writing recount text is improved from writing test I and writing test II. They had low score before they were taught recount text by using student teams achievement division (STAD) method. After the application of Student teams achievement division (STAD) method, the students' mean improves in cycle I (68.3) and cycle II (76). Therefore the application of student teams achievement division (STAD) method can improve the students' achievement in writing recount text.

Suggestions

Based on conclusion above, there are some points are suggested to the teachers, students, or readers.

English teacher are advised to improve students' achievement in wriitng recount text through student teams achievement division (STAD) method because it helps the students in mastering the material. Usually students feel burdened when they have to study alone and by using student teams achievement division (STAD) method, they can work and discuss in group.

The students are advised to accept student teams achievement division (STAD) method in their teaching-learning process because it can be used to help

them by encouraging and developing their ideas in writing their writing achievement, especially recount text.

For the readers, this research may give you good understanding and can be used as one alternative strategies to improve students' acheievement in wriitng recount text.

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