

# **THE USE OF STUDENTS TEAMS ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE IN TEACHING WRITING RECOUNT TEXT**

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## **ABSTRACT**

This research paper entitled “The Use of Students Teams Achievement Divisions (STAD) Technique in Teaching Writing Recount Text” is intended to find out the effectiveness of STAD technique to improve students writing skill and to investigate the significant of STAD technique comparing to conventional method. The research design in this study was a quasi experimental research that consisted of pre-test and post-test as the treatment. This study took the second grade students of SMP Negeri 04 Pangalengan 2019/2020 academic year that involved 40 students of experimental group and 40 students of control group. After conducting the research and computing the data, the writer concludes that STAD technique is effective in teaching writing recount text. It can be seen from the result of t-observed value. Before the treatments, the t-observed is less than t-table ( $0.6 < 2.000$ ) the null hypothesis is retained. It means there is no significant difference in writing ability between experimental group and control group before treatments. After the treatment, the t-observed is bigger than t-table ( $3.92 > 2.000$ ) and the alternative hypothesis is accepted. It means there is significance different in the result between experimental group and control group in teaching writing recount text by using STAD technique. This also means that STAD technique is effective in teaching writing recount text to the second grade of Junior High School. From the result of the questionnaire, the writer can conclude that almost all of students like writing, they agree that the use of STAD can be more active, communicative, makes students understand the material better and can improve they ability to work individually or in groups especially in writing recount text. In other words, students get positive responses in teaching writing by using STAD for the second grade of junior high school.

*Key Words: Students Teams Achievement Divisions (STAD), Recount Text*

## **ABSTRAK**

Makalah penelitian ini berjudul "Penggunaan Teknik Pencapaian Siswa Tim Divisi (STAD) dalam Mengajar Menulis Teks Recount" dimaksudkan untuk mengetahui efektivitas teknik STAD untuk meningkatkan keterampilan menulis siswa dan untuk menyelidiki signifikansi teknik STAD dibandingkan dengan metode konvensional. Desain penelitian dalam penelitian ini adalah penelitian eksperimental semu yang terdiri dari pre-test dan post-test sebagai pengobatan. Penelitian ini mengambil siswa kelas dua SMP Negeri 04 Pangalengan tahun akademik 2019/2020 yang melibatkan 40 siswa kelompok eksperimen dan 40 siswa kelompok kontrol. Setelah melakukan penelitian dan menghitung data, penulis menyimpulkan bahwa teknik STAD efektif dalam mengajar menulis teks

recount. Itu bisa dilihat dari hasil nilai t-mengobservasi. Sebelum perawatan, t-diamati kurang dari t-tabel ( $0,6 < 2.000$ ) hipotesis nol dipertahankan. Ini berarti tidak ada perbedaan yang signifikan dalam kemampuan menulis antara kelompok eksperimen dan kelompok kontrol sebelum perawatan. Setelah perawatan, t-diamati lebih besar dari t-tabel ( $3,92 > 2.000$ ) dan hipotesis alternatif diterima. Artinya ada perbedaan yang signifikan dalam hasil antara kelompok eksperimen dan kelompok kontrol dalam mengajar menulis teks recount dengan menggunakan teknik STAD. Ini juga berarti bahwa teknik STAD efektif dalam mengajar menulis teks recount ke kelas dua SMP. Dari hasil kuesioner, penulis dapat menyimpulkan bahwa hampir semua siswa suka menulis, mereka setuju bahwa penggunaan STAD dapat lebih aktif, komunikatif, membuat siswa memahami materi dengan lebih baik dan dapat meningkatkan kemampuan mereka untuk bekerja secara individu atau dalam kelompok, terutama dalam penulisan teks recount. Dengan kata lain, siswa mendapat respons positif dalam mengajar menulis dengan menggunakan STAD untuk kelas dua SMP.

*Key Words: Students Teams Achievement Divisions (STAD), Recount Text*

## **BACKGROUND**

Writing is one important skill that should be known and mastered by the student, especially in assisting students express their feeling to communicate in written form. According to Harmer (2004:3), "Writing is a form of communication to deliver thought or to express feeling through written form". However, some students do not understand how to make a good sentence. They write what they are thinking and do not care about the rules. So that, teachers usually find the problems in teaching writing in terms of sentence fragments, lack of subject and verb, incorrect plural noun, sentence variety, paragraph building and many more. These problems give the teachers extra attention to teach the students and give them some treatments on how to write many kinds of sentences, paragraphs, or texts.

The teachers must be creative in teaching writing to the students. Harmer (2004:5) suggests that the process of writing has four main elements, they are planning, drafting, editing, and final version. By doing a plan in writing, the students can design what they are thinking, and then they start to write some draft by what they have planned before. After they have a draft then they can edit and make a final version.

Many students feel dizzy when they write. It happens in every school, so the teachers must give them understanding and motivation in order to make them enjoy writing. The motivation is not only the suggestions or an advice which is spoken by their teachers, but also the way the teachers teach the students in which in the end it can make the students understand.

In this opportunity, the writer tries to introduce or implement the model of teaching English namely Students Teams Achievement Divisions (STAD). It is a kind of cooperative learning method in which the students work in groups. One of the ways to make the students express and communicate with each other is by dividing the class into several team works. This condition may result in more interaction, more negotiation for meaning than do the same task in the teacher fronted condition.

This method was devised by Slavin (1983) and his associates at John Hopkins University. This system uses group heterogeneity and divides class into several team works. This condition is to make more interaction, more negotiation for meaning than if the teaching phase begins with the presentation of material. After that during team study, group

members work cooperatively with the teacher providing worksheet and answer sheets. In Student Teams Achievement Division (STAD) the students' interest can be stimulated by the classroom 'give and take' process. In STAD method there will be interaction between students – students and students - teacher. This the broader context of communicative, meaning seeking and information processing will occur.

Based on the statement above, the writer tries to explain the problem of this research entitled **“THE USE OF STUDENTS TEAMS ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE IN TEACHING WRITING RECOUNT TEXT.”**

## **RESEARCH METHODOLOGY**

In order to get empirical data, quasi-experimental design is used in this study to investigate the implementation of Students Teams Achievement Division Technique in teaching writing recount text. This study involved two classes. The first class is chosen as an experimental group which is given STAD treatment. Whereas, the second class is chosen as a control group which is not given STAD treatment.

Population is the larger group to which the researcher hopes to apply the result (Frankel & Wallen, 2000:103 in Hidayat, 2009:61). The population in this research is second grade students of SMP Negeri 04 Pangalengan which consist of 9 classes. The total numbers of population in this research are 368 students. Sample is a part of population so that sample taken from population. It is in line with Arikunto (2000:109 in Hidayat, 2009:62) stated that sample is a half and or a part of the population which is being researched. Two classes of the second grade students were taken as sample. There were two classes taken as the sample of this study. First class is VIII A, consisting of 40 students. It was the experimental group. The second class is VIII D, consisting of 40 students and used as the control group in this study.

The data are collected through several instruments namely: pre-test, post-test and questionnaire. Students in both experimental and control groups were assigned to write recount text based on the topic given. The pre-test was given in first meeting to find out students' previous ability in writing recount text and to make sure that the two groups are not significantly different in their ability before treatment. Meanwhile, post-test was given at the end of the treatment to find out the influence of STAD technique in students' writing recount text. The instruments that will be used to collect that they know. In other word, the students' writing form pre-test and post-test were scored or assessed by using that scoring rubric. By using that rubric, the students' writing were scored from each scored from each aspect of writing; content, organization, language use, vocabulary, and mechanics. In addition, the researcher also asked the English teacher's help to assess students' writing.

To know the students' responses, the questionnaire was concluded used 8 choice questions, where respondents are restricted to choose among any of the given multiple choice answers are known as closed format or closed-ended questions. Then the result of the pre-test compared to the post-test.

This research uses the pre-test and post-test. In the first meeting use pre-test or know the students' writing skill of writing text before treatment and post-test is used after giving treatment for four meetings. Post-test is conducted to know whether or not there is significant in the result between STAD technique and conventional method in improving students' writing skill on recount text. In this research the data obtained from pre-test and post-test are analyzed using t-test formula in Coolidge (2000:144, as cited in Ahmad 2012:32) for independent group namely;

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left( \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

The result of questionnaire will be analyzed by using Guttman scale. In analyzing the data of questionnaire, the number of respondent choosing the opinion 'yes' or 'no' in the column. The option 'yes' is counted '1' and the option 'no' is counted '0' in the calculation process. Then, the number of respondent is changed into the percentage form. After that the result of the computation is customized to the following table :

**Table 3.4.4**  
**Percentage Criteria for Questionnaire**

Percentage	Interpretation
1% - 25%	A small number of students
26% - 45%	Nearly half of students
50%	Half of students
51% - 75%	More than half of students
76% - 99%	Almost all of students
100%	All of students

## FINDING AND DISCUSSION

### 1. The Finding

#### A. Pre-test

The data obtained by using t-test for independent groups to find out the significant difference between two means, those are the mean of pre-test and post-test. Hatch and Farhady (1982:108) clarified that t-test is probably the most widely used statistical test for the comparison of two means which is a proof whether the hypothesis stated by the researcher is rejected or accepted.

#### Pretest Analysis

Experimental Group			Control Group		
Subjects	$\bar{X}_1$	$\bar{X}_1^2$	Subjects	$\bar{X}_2$	$\bar{X}_2^2$
Student 1	53	2809	Student 1	57	3249
Student 2	40	1600	Student 2	50	2500
Student 3	53	2809	Student 3	47	2209
Student 4	34	1156	Student 4	43	1849
Student 5	60	3600	Student 5	60	3600
Student 6	43	1849	Student 6	68	4624
Student 7	50	2500	Student 7	60	3600
Student 8	56	3136	Student 8	56	3136
Student 9	50	2500	Student 9	50	2500
Student 10	57	3249	Student 10	53	2809
Student 11	47	2209	Student 11	56	3136
Student 12	43	1849	Student 12	60	3600
Student 13	50	2500	Student 13	50	2500

Student 14	53	2809	Student 14	40	1600
Student 15	56	3136	Student 15	50	2500
Student 16	23	529	Student 16	70	4900
Student 17	56	3136	Student 17	60	3600
Student 18	60	3600	Student 18	43	1849
Student 19	68	4624	Student 19	60	3600
Student 20	60	3600	Student 20	50	2500
Student 21	40	1600	Student 21	56	3136
Student 22	46	2116	Student 22	53	2809
Student 23	50	2500	Student 23	53	2809
Student 24	46	2116	Student 24	40	1600
Student 25	63	3969	Student 25	34	1156
Student 26	63	3969	Student 26	50	2500
Student 27	42	1764	Student 27	56	3136
Student 28	50	2500	Student 28	56	3136
Student 29	67	4489	Student 29	60	3600
Student 30	60	3600	Student 30	60	3600
Student 31	57	3249	Student 31	60	3600
Student 32	60	3600	Student 32	50	2500
Student 33	63	3969	Student 33	40	1600
Student 34	53	2809	Student 34	50	2500
Student 35	46	2116	Student 35	43	1849
Student 26	40	1600	Student 26	46	2116
Student 37	50	2500	Student 37	50	2500
Student 38	46	2116	Student 38	57	3249
Student 39	50	2500	Student 39	50	2500
Student 40	43	1849	Student 40	57	3249
$\sum \bar{X}_1$	<b>2047</b>		$\sum \bar{X}_2$	<b>2104</b>	
$\bar{X}_1$	<b>51.2</b>		$\bar{X}_2$	<b>52.6</b>	
$(\sum \bar{X}_1)^2$	<b>4,190,209</b>		$(\sum \bar{X}_2)^2$	<b>4,426,816</b>	
$\bar{X}_1^2$	<b>108,131</b>		$\bar{X}_2^2$	<b>113,006</b>	

Based on the data above, the result of pre-test of experimental group is still low in achieving competency in their writing ability. Moreover, from the control group, the maximum score of the table of pre-test for the control group was 70 and the minimum score was 34. Based on the data of each groups on the pre-test, it means that both of the groups have different ability in their writing recount text.

With the  $df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$ , at  $p = .05$  of two tailed (level of significance), the critical value of  $t$  is 2.000. From the calculation above, the  $t$ -test value is 0.6. The writer concluded that  $t$ -test is lower than  $t$  table ( $0.6 < 2.000$ ). This means that there is no significant difference in the students' mean scores between the experiment and the control group before treatment.

#### B. Post-test

##### Posttest Analysis

Experiment Group			Control Group		
Subjects	$\bar{X}_1$	$\bar{X}_1^2$	Subjects	$\bar{X}_2$	$\bar{X}_2^2$

Student 1	63	3969	Student 1	60	3600
Student 2	56	3136	Student 2	57	3249
Student 3	56	3136	Student 3	50	2500
Student 4	53	2809	Student 4	53	2809
Student 5	70	4900	Student 5	63	3969
Student 6	56	3136	Student 6	63	3969
Student 7	56	3136	Student 7	53	2809
Student 8	63	3696	Student 8	56	3136
Student 9	60	3600	Student 9	53	2809
Student 10	67	4489	Student 10	56	3136
Student 11	63	3969	Student 11	60	3600
Student 12	53	2809	Student 12	60	3600
Student 13	56	3136	Student 13	50	2500
Student 14	60	3600	Student 14	53	2809
Student 15	60	3600	Student 15	56	3136
Student 16	53	2809	Student 16	70	4900
Student 17	63	3969	Student 17	63	3969
Student 18	80	6400	Student 18	65	4225
Student 19	76	5776	Student 19	60	3600
Student 20	64	4096	Student 20	53	2809
Student 21	64	4096	Student 21	56	3136
Student 22	56	3136	Student 22	53	2809
Student 23	67	4489	Student 23	63	3969
Student 24	60	3600	Student 24	56	3136
Student 25	70	4900	Student 25	50	2500
Student 26	73	4900	Student 26	60	3600
Student 27	60	3600	Student 27	56	3136
Student 28	63	3969	Student 28	76	5776
Student 29	70	4900	Student 29	60	3600
Student 30	67	4489	Student 30	63	3969
Student 31	70	4900	Student 31	60	3600
Student 32	60	3600	Student 32	50	2500
Student 33	65	4225	Student 33	60	3600
Student 34	60	3600	Student 34	50	2500
Student 35	56	3136	Student 35	43	1849
Student 26	56	3136	Student 26	56	3136
Student 37	67	4489	Student 37	60	3600
Student 38	56	3136	Student 38	57	3249
Student 39	63	3969	Student 39	60	3600
Student 40	56	3136	Student 40	65	4225
$\sum \bar{X}_1$	<b>2487</b>		$\sum \bar{X}_2$	<b>2308</b>	
$\bar{X}_1$	<b>62.2</b>		$\bar{X}_2$	<b>57.7</b>	
$(\sum \bar{X}_1)^2$	<b>6,185,169</b>		$(\sum \bar{X}_2)^2$	<b>5,326,864</b>	
$\sum X_1^2$		<b>155,577</b>	$\sum X_2^2$		<b>134,624</b>

After doing the last treatment, the writer did the post-test and collected the data.

With the  $df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$ , at  $p = .05$  of two tailed (level of significance), the critical value of  $t$  is 2.000. From the calculation above, the  $t$ -test value is 3.92. As the value of the derived  $t$  ( $t_o$ ) is bigger than that of the critical  $t$  ( $t$ -table)  $\rightarrow 3.29 > 2.000$ , the Null Hypothesis ( $H_o$ ) is rejected, and the Alternative Hypothesis ( $H_a$ ) is accepted, stating that there is significant difference result between STAD technique and the conventional method in teaching writing recount text to the second grade of Junior High School in Pangalengan. This means that STAD technique as a means of teaching writing recount text to the second grade of Junior High School in Pangalengan has significantly better result than the conventional method, it also means that STAD technique is effective in teaching writing recount text.

### **C. The Result of Questionnaire**

To investigate the response of the students towards the use of Student Team Achievement Divisiaons (STAD), each student in the experimental group was asked to fill in a questionnaire that consisted of eight questions.

Table 4.4 shows that almost all of the students (87.5%) like writing. Probably, with writing they can to express feeling and to write an idea in form of words or sentences. while the rest of the students (12.5%) did not think so.

Meanwhile, from question number two, the researcher analyzed from 38 students almost all of the students (95%) ever written English, while the rest from 2 students (5%) did not think so. Probably,

From the question number three, the researcher found 33 students' almost all of the students' (82.5%) that writing in English should have good writing skill mastery, but 7 students (17.5%) did not think so.

From the question number four, the researcher found 35 students almost all of the students (87.5%) know about recount text, while the rest of the 5 students (12.5%) did not think so.

From the question number five, it can be seen that students (95%) agreed when they writing the students ever had difficulty writing English recount text. Probably, the students fell confused to write anything and student has difficulty in vocabulary. While students (5%) of them disagree about the statement.

From the question number six, the researcher found 37 students almost all of the students agree that the use of STAD help them in understanding and develop ideas, especially writing recount text. Probably, Student will learn from one another because in their discussion of the content, cognitive conflicts will arise and higher-quality understandings will emerge and when student work together toward a common goal. While the rest of the 3 students (7.5%) thought that the use of STAD in understanding and develop ideas, especially writing recount text did not help them.

From the question number seven, the researcher found almost all students (95%) answered that the use of STAD could increase ability to work individually or in groups especially in writing recount text. Probably, with use of STAD student can work together in groups and to solve a problem in order to accomplish a common goal. While (5%) of them did not think so.

From the last question, the table shows that 35 students almost all (87.5%) of the students felt that the use of STAD technique can make them more understand about content or storyline of recount text, while the rest of the 5 students (12.5%) did not think that the use of STAD technique can make them more understand about content or storyline of recount text.

## **2. The Discussion**

The research was aimed at finding out the implementation of Students Teams Achievement Division (STAD) technique in teaching writing recount text. This study was

also aimed at investigating the students' perception towards the implementation of Students Teams Achievement Division (STAD) technique in writing class. The researcher conducted the research by using two sample of population. It is eighth grade VIII A and VIII D students of SMPN 4 Pangalengan. The result of computation between pre-test and post-test shows that there is a significant difference on the student's writing ability before and after being taught by using STAD in writing recount text.

Based on the data analysis and the interpretation above, the use of STAD technique is effective in teaching writing recount text. It means that the null hypotheses that said "There is no significant difference in the result between STAD technique and the conventional method in teaching writing recount text" is rejected. It can be seen from the result of t-observed value. Before the treatments, the t-observed is less than t-table ( $0.6 < 2.000$ ). After the treatment, the t-observed is bigger than t-table ( $3.92 > 2.000$ ) and the alternative hypothesis is accepted. It means there is significance different in the writing ability between experimental group and control group in teaching writing recount text by using STAD technique. This also means that STAD technique is effective in teaching writing recount text to the second grade of Junior High School.

This is in line with theories told by Slavin (2005:143, as cited in Wulandari 2012: 24), Students Team Achievement Divisions is the simplest and most extensively researched forms of all cooperative learning.

The result of statistical computation is supported by the result of questionnaire on students' response towards the use of STAD in writing recount text. There are two types of responses given by students: negative responses and positive responses. Data collected from the students' response showed strong positive response from the participants. Ninety percent of the participants think that using STAD was good because it can help the students improve their ability in writing recount text. Also, they excited in teaching and learning process. They were actively worked in their group and collaborated with each other. They confidently said their opinion and were interested to do the student worksheets. This result supported by Brown (2001:177) also states that cooperative learning involves students working in pairs of groups, and they share information in order to achieve goals successfully.

Based on the statement above, the researcher concluded that Students Teams Achievement Division (STAD) technique gives positive effect to most of students. They feel that STAD can make them understand the storyline of recount text, improve their ability to work in groups, help them to understanding and develop ideas.

Overall, it can be said that STAD technique in teaching writing recount text is effective to increase students ability in the level of eight grade students of SMPN 04 Pangalengan in academic year 2019/2020

## **Conclusion**

The aim of this research to find out whether or not the applying STAD is effective to improve student's skill in writing recount text. In this research, the data collected through test and questionnaire. The test consist of pre-test and post-test. It was given to the experimental and control group. Before the students did the post-test they were got the treatments.

Based on the data that has been collected and analyzed, the result of the research showed that the student who studied by using STAD got a higher score than the students who studied by using conventional method. It is proven from the t-test is higher than t-table



(3.92 > 2.000) it means, that the applying STAD in teaching writing recount text to the second grade of Junior High School at SMPN 04 Pangalengan is effective.

Then, from the result of the questionnaire the writer can conclude that almost all of students like writing, they agree that the use of STAD can be more active, communicative, makes students understand the material better and can improve they ability to work individually or in groups especially in writing recount text. In conclusion, the use of STAD in improving student's skill in writing recount text get positive responses from the students.

In a general conclusion, it can be stated that teaching writing recount text through STAD is effective to use especially in the second grade of SMPN 04 Pangalengan.

### **Suggestion**

There are several suggestions recommended for the further researchers. These suggestions are related to the practical development, professional development, and the theoretical development.

Firstly, the recommended suggestions which relate to the practical development is the use of STAD technique. It can be applied not only on teaching English subject, but also on teaching the other subjects. Moreover, the futher researchers should modify the technique so that it can be used in teaching the other subjects in process teaching and learning.

Second, professional development is about teachers's requirement to have some competencies. They should have ability to make a good lesson plan, organize the material, manage the class, and present the material clearly and effectively, choose the proper technique as a supporting tools.

The last, the theoretical development concerns to the research design. In this study the researcher uses quasi experimental design in junior high school. It is suggested to the next researcher to use it to the different sample or population. For example the study uses quasi experimental in elementary level or senior high school level.

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