

TEACHING WRITING RECOUNT TEXT USING STUDENT TEAM ACHIEVEMENT DIVISION

Citra Ayu Nisa¹, Sri Supiah Cahyati²

IKIP Siliwangi

¹ citraayunisa05@gmail.com, ² srisupiahcahyati@ikipsiliwangi.ac.id

Abstract

This research was aimed to identify (1) the implementation of teaching writing recount text using STAD technique, (2) the response of the teacher and students toward the implementation of scenario in teaching writing recount text using STAD technique, and (3) the difficulties faced by the students in writing recount text using STAD technique. This research was conducted by using descriptive qualitative method. The subject of the research were students grade X MIPA 3 of SMAN 1 Cipatat. It consisted of one class with 36 students as respondents. The instruments of this research were document analysis, observation, questionnaire, and interview. The data were analyzed using Miles and Hubbermans (1994) concept of qualitative data analysis. Based on the document analysis, observation, questionnaire, and interview, it was found that teaching-learning process ran well. Students were engaged, excited, and motivated to write. Additionally, students gave positively response that the students felt that STAD technique was interesting for learning because it was easy to understand, and made class was fun, and classroom atmosphere became different used this technique. However, the data from the questionnaire showed that some students have difficulty translating text in English, it is caused by the lack of vocabulary. The result of the research showed that STAD technique could significantly improve students in writing recount text.

Keywords: Recount Text; Student Team Achievement Division (STAD); Teaching Writing

INTRODUCTION

Writing is one of the basic skills that should be mastered in learning English. According to White and Arndt in Mansoor (2011, p.2) writing is an activity that can share ideas, arouse feelings, persuade, and convince others. To achieve the goal of writing there are some factors that should be mastered sufficiently by means of the students, which includes vocabulary, structure, and the ability to set up the coherence and cohesive ideas. In other words, students need the opportunity to practice a number of forms and functions in writing and within to expand the special abilities that are concerned with producing written texts. The students need to learn structure which has an important role in writing.

Meanwhile, most students struggle with writing issues such as creating ideas, unenthusiastic student attitudes toward the course, and grammar challenges. They should consider grammar when creating English texts in order for their writing to be understandable. Students' challenges, according to Chakraverty and Gautums (2000), arise from their inability to organize material or ideas rationally in order to establish coherence in their writing. A good technique or method can be used to address this type of issue. The teacher must use motivational strategies to encourage students to learn to write. Cooperative learning is one of the techniques. According to Richard and Renandya (2002:49-50), cooperative learning promotes better learning since it has more motivation for learning, a more relaxed environment, more meaning negotiation, and a bigger amount of intelligible material. It means that students will be able to appreciate writing a creative task as a kind of writing that is related to their own personal experiences as a result

of this process. The Student Team Achievement Division (STAD) is an example of cooperative learning (STAD). Slavin and his colleagues at John Hopkins University created the Student Team Achievement Division (STAD), a cooperative learning system. Among the other cooperative learning strategies, Palmer (1998:1) claims that STAD is the easiest to implement in the classroom. Students Team Achievement Division according to Newman and Thompson (1987), is the most effective cooperative learning strategy for improving student achievement. Considering the problems above and the advantages of applying the Student Teams Achievement Division (STAD) is a technique in improving students writing skills. In this study, the researcher tries to investigate how the implementation of teaching writing recount text using Student’s Team Achievement Divison in class X MIPA 3 students at SMAN 1 Cipatat. And then, the researcher finds out how the responses of teacher and students toward the implementation of learning writing recount text and find out students’ difficulties in learning writing recount text using the Students Team Achievement Division strategy. Based on the explanation above therefore the researcher conduct the research entitled “Teaching Writing Recount Text using Student Team Achievement Division”.

METHOD

In order to explore the utilization of Students Team Achievement Division (STAD) in teaching writing Recount text, this research utilized a descriptive qualitative methodology. Qualitative research, according to Creswell (2007), is a way of studying and comprehending the meaning that individuals or groups attach to a social or human situation. This research was conducted at SMAN 1 Cipatat. An English teacher and tenth-grade students from SMAN 1 Cipatat respondents involved in this research. The information was obtained through observation sheet, interview, and questionnaire. Observation was used to observe the implementation of teaching writing Recount text using Student Team Achievement Division (STAD) in this section, researcher as a teacher who was observed and the observer was English teacher at that school. The interview was conducted to find out teacher’s and students responses about the implementation of teaching writing Recount Text using STAD technique. The interview were structured. This questionnaire aims to find out the students' responses to the Teaching writing Recount Text using STAD technique.

RESULTS AND DISCUSSION

Results

The analysis of the data from observation sheet, interview, and questionnaire showed that the use of Students Team Achievement Division technique was efectively used in helping students’ improve their writing ability.

Table 1. General Data from Three Observation

The first observation sheet	The second observation sheet	The third observation sheet
Result from the first observation sheet of the first meeting, the writer entered the class and made introduced herself to students, and	The result of the observation sheet for the second meeting of the writer did the same thing as the first meeting. The writer checking students, focusing, reviewing and re-explained the material of	The result of the third meeting from the observation sheet were still the same as the second meeting. The write again applied the Student’s Team Achievement Division in learning and asked each group member to made

<p>checking the attendance of the students. Focusing so that the students were ready to entered the material, and reviewing previous learning. After that, the writer explained the material about Recount Text and gave assignments to the students to fill out the worksheet about Recount Text.</p>	<p>Biographical Recount Text. At this meeting the writer began to introduce the Student's Team Achievement Division to the students and explained how the steps were. Then the writer formed 6 groups consisting of 6th random member. And assign each group a task to analysed the generic structure of the shared Recount text. Then asked each group to presentation the result of their discussions.</p>	<p>Biographical Recount Text about their idol.</p>
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To find the answer of the second research question, that is the teacher's response of teaching writing Recount Text using Student's Team Achievement Division (STAD), the writer used interviews. The response from the teacher was as follows :

Table 2 . Teacher Responses

The teacher said that this technique as a whole is well applied in learning English, students like learning English with different techniques than usual, but class X MIPA 3 has different characters so it will be difficult to condition the class. However, the learning of groups like this is good enough to be used in this class. The teacher also said that when teaching it is better to use pictures and provide real-life examples so that they are easier to understand. However, not all students have a dictionary, which makes it difficult for students to find vocabulary and large classes are difficult to handle so that students feel confused about using this technique. This material fulfills KI and KD, the teacher also says this technique makes students more active in class. This technique is highly recommended so that it can be used in learning English.

English teacher said "This method is very recommended". The English teacher also said that this technique made students active and able to share knowledge during learning. Additionally, it aids students in mastering the material. Students usually feel burdened when they have to study alone, but they can work and discuss in groups using the student teams achievement division (STAD) method.

In the interview to the students, the writer provide two questions related to the students' responses. The first questions was "Is the overall Recount Text learning using Student's interesting?" and the second question was "Is learning Recount Text using Student's Team Achievement Division easy to understand?". Below were the data of interview report from nine students.

Table 3. The Students Responses

The result of Interview from The Reason

Answer from the first Question	From question one, nine students answered “interesting”. Most of the students gave an interesting reason when visiting other groups to get information because students felt more active in interacting and sharing knowledge with other groups. However, there were also students who gave unattractive reasons in the discussion section, because there was one member who did not cooperate.
Answer from the second Question	The second question, 9 students answered "Easy to understand". Most students said that learning became easier to understand, because they could share their opinions during the discussion, learning was more fun and can motivated, so that students were more enthusiastic about learning.

From the students' answers to the The first questions was “Is the overall Recount Text learning using Student's interesting?”, the writer concluded that the Student's Team Achievement Division technique received a positive response from students. Of the nine students, the answer "Interesting" was the most interesting in the group work and discussion section because it could exchange ideas with friends, besides giving awards to motivate students in learning. This is the superiority of the Student's Team Achievement Division technique as stated by Soewarso (1998: 22) the excellence of the Student's Team Achievement Division; First, The Cooperative Learning Model encourages students in learning the content of the topic being discussed. Because students are aided by group members during the test, the presence of other group members eliminates the possibility of students receiving low scores. Students will be able to learn to argue, listen to other people's perspectives, and take notes on things that are valuable for the common good as a result of this learning.

From the students' answers to the second question was “Is learning Recount Text using Student’s Team Achievement Division easy to understand?” the writer concluded that learning to read the Recount text using Student's Team Achievement Division also received a positive response from students. This is supported by the data on students' answers to the second interview question. They said that learning to read recount text using Student's Team Achievement Division was easy to understand. Because students can share opinions during discussion and learning is, it can motivate students and make them excited.

To find out the students’ difficulties in teaching writing Recount text using Student’s Team Achievement Division (STAD) technique the writer used questionnaire sheet. Below is the outline description of the students answer in questionnaire sheet.

Table 4. Data from difficulties of Learning to the Students

Student 1	: I did not have any difficulties. Because I used a dictionary
Student 2	: I have difficulty to arrange the words into sentences.
Student 3	: The explanation is too fast
Student 4	: It was very difficult because I dont’t understand the text
Student 5	: I don’t know the content of text because I don’t know a lot of vocabulary.
Student 6	: When composing the sentence
Student 7	: Determines the vocabulary
Student 8	: There is no difficulties
Student 9	: When translating the sentence

The general data about students' difficulties were obtained from questionnaire. From questionnaire, the writer found that most of students lack of English vocabulary and grammar. Then their still have difficulty in understanding English words and sentences and also translating English words and sentences into Indonesian. As said The students are not able to transfer their ideas when they have to put it into the concrete one. It is supported by the research of Bitchener and Basturkmen (2006:14).

Based on the result from data questionnaire shows that they have the same difficulties on vocabulary. It is supported by questionnaire which showed that the students did not understand in the synonym and antonym, because the students did not mastered the vocabulary. This is line with Ali (2010) who stated that mastering vocabulary is the ability to get or receive many words.

CONCLUSION

Teaching writing Recount Text using Student's Team Achievement Division helps students in writing. It is evident from the students giving a positive responses to the teaching of writing recount text using the Student's Team Achievement Division, students feel happy using this learning mode, because they can learn in groups and help each other when experiencing learning difficulties. This method is recommended to be applied in learning because it can make students more active in class. Students become more focused and self-motivated when their contributions to the group are appreciated by their peers. The STAD technique is one of many cooperative learning methods that students prefer. Teachers should be encouraged to apply this strategy in the classroom. Furthermore, through direct connectivity and cooperation, this strategy blends and promotes creativity among students, enabling joyful learning and happy learning memories, which are essential for most students..

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