

IMPROVING THE STUDENTS' WRITING NARRATIVE TEXT BY APPLYING COOPERATIVE LEARNING TYPE STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD)

Devi Sansan Gustiana¹, Enry Pratama Poetra², Iman Santoso³

¹ IKIP Siliwangi

² IKIP Siliwangi

³ IKIP Siliwangi

¹ sansangustiana97@gmail.com, ² enrypratamapoetra@gmail.com, ³ imansantoso515@gmail.com

Abstract

This research aimed to analyze the student teams achievement divisions (STAD) technique of cooperative learning approach to improve writing narrative text. This study was a quantitative method and pre-experimental design in this research, the subject of the study was implemented in RPL 1 class tenth grade students of SMK Mahardhika Batujajar west Bandung in the 2018- 2019 academic years as sample. The data were obtained from several sources including the data analysis of pretest and posttest, then the data analysis of descriptive statistics and N-Gain. The results of this research that student teams achievement division (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 can understand the linguistic. It could be seen from the average of posttest results was 78.87 and the data average of pretest results in class research was 41.17 the difference score pretest and posttest showed the STAD technique can improve students ability writing narrative text.

Keywords: *Cooperative Learning, STAD, Writing, Narrative text*

INTRODUCTION

English is one of the international languages used by many people to communicate among nations in the world. In Indonesia, we also learn English as first foreign language. In other words, mastering English help us to communicate among the countries in the world, to conduct business, politics and also education. We should be thankful that our government is aware about how English is still important in this era. Cooperative learning is one of the learning models in KTSP. One of the cooperative learning technique is student teams achievement divisions (STAD) in this research, the researcher conducted the literature study for several research about the implementation of STAD.

Cooperative learning Students' Team Achievement Divisions (STAD) is one type of cooperative learning model using small groups with a number of members of each group of 4-5 students heterogenic. In conveying the lesson begins with the objectives of learning, delivery of material, group activities, quizzes and group awards. Based on the journal research by (Maulani, Raja, & Yufrizal, 2016) "writing through STAD facilitates the students to improve their writing ability". From the statement, the researchers will showed that in teaching students' writing narrative text. In the other research based on the research done by (Hayatunisa, 2013) "The research found that STAD technique was effective in teaching writing skill. Additionally, the technique was found to be potential to provide better". Therefore the researchers will use STAD technique in teaching students narrative text, to improving students

ability in teaching writing narrative text. Blanchard and Root (1998: 1) as cited in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy. Then in writing, the students can search some ideas in their mind into some texts. One kind of text that can be learned by students is narrative text. Based on the research by (Indrasari, 2010) “The students had the problems in writing a text because they learnt writing without using a good approach and treatment. They were just asked to write a composition based on the topic that had been prepared in the text book”. That is why the approach and treatment very important for the teacher to know how to teach writing english enjoyably and can make the students excited and more interested in study writing, actually writing narrative text. In teaching writing using cooperative learning, teacher will find many specific terms like cooperative writing activities. Those are the type of activities in teaching and learning process that combines cooperative learning procedures and writing process (Sargent, 2004). For explanation, this research is going to investigate the use of cooperative learning type STAD can improve the students’ ability in writing narrative text or not at the tenth grade students of SMK Mahardhika, West Bandung.

METHOD

Methodology is absolutely needed in any research, it will guide us in the investigation because it deals with the ways we conduct the research. The researchers applied quantitative method and pre-experimental design in this research. In line to (Creswell, 2008) quantitative research is a type of educational in which the researcher decides what to study, ask specific, narrow question, collects quantifiable data from participants, analyze these number using statistics, and conducts the inquiry in an unbiased, objective manner. It is mean that quantitative is research that is used statistical technique to understand and explain phenomena. The objective is to find out the ability students who was taught by using cooperative learning type students team achievement division (STAD) in teaching writing narrative text. According to (Creswell, 2012), “population is a group of individuals who have the same characteristic”. The small group that is observed is called a population. A population also is defined as all members of any well-defined class of people, events or object. The population of this research was the students of RPL 1 tenth grade at SMK Mahardhika west Bandung in the 2018- 2019 academic year. The researchers used instrument to collect the data, including the test, lesson plan and observation. “instrument is any device which is used to collect the data. Instruments can be presented in written, audio, or visual format” (Tavakoli, 2012). In other word research instrument is device which is used to collect the data, and make the research easily to process. Based on this explanation the researchers used written test as an instrument. The tests were pretest and posttest, the test was text. Before giving treatments in class research, the researchers firstly gave pre-test to the students. After doing pre-test, the the researchers gave treatments by applying the cooperative learning type STAD. At the last, the researchers gave post-test in order to observe the use of cooperative learning type STAD in teaching writing narrative text. The researchers adopted the steps of STAD by (Suprijono, 2013), there are some steps in implementing Students' Team Achievement Divisions (STAD) as follows; 1) Form groups of 4-5 students in heterogeneous members (mix according to achievement, gender, ethnicity, etc.). 2) Teachers present the lessons. 3) Teacher gives a task to the group and it will be answered by members of the group. Members who already understand can explain to other members until all members understand. 4) Teacher gives a quiz or question to all students. When answering the quiz should not help each other out. 5) Giving the evaluation. 6) Conclusions.

RESULTS AND DISCUSSION

Results

This research was conducted on March 14th to April 18th 2019 in SMK Mahardhika west Bandung at the tenth grade students in academic year of 2018/2019. The data were obtained from STAD class, There were 30 students involved. The results of this research, the researchers analyzed the data by using SPSS v.22 for windows software to described and gained the result of the test; the pretest and posttest results, data statistics of pretest and posttest. Meanwhile, to answered the other research questions in the previous chapter, the researchers gave the five treatment in class activity, the result of this research were analyzed as follow:

a. Implementtion of Class Research

The researchers was observation of implementation in this research analysis. Generally, the teaching and learning process by using cooperative learning type Students Team Achievement Division (STAD) was run well. There were three stages implemented by the researcher such as pre-teaching, whilst-teaching, and post-teaching. The observation filled by the colleague five times in each of the learning process. The result of observation recorded in the observation sheet as shown in the appendix. The following described some of the result observation in the use or implementation by using cooperative learning type STAD in teaching and learning writing narrative text. Before the learning process started, the students directed to create a group as was determined as the previous to make a group in heterogeneous consisted of 4-5 students. The result of the observation described that students' activity when they formed a group was well organized. After all students created the groups, the teacher shared the students' work sheets of text narrative, and discussed the questions with other students in their group and they must presented the result in the end of the learning process. At the discussion, the teacher become the important role to guide the group members who faced the difficulties in solving the problems were given by the teacher. Each of members were given a freedom and flexibility in explained and expressed their opinion or ideas during the discusiion. After that the teacher given a quiz in the end of the learning process, and the students with their group answered to competed with other groups. Based on the observation result obtained that the students who need help to get the explanation correctly from the teacher when they asked the question to the teacher. The students were cooperative well in group; they could answer the questions and wrote the narrative text based on they words. After the discussion in group was done, the teacher commanded to all groups prepared to present the group result in front of class and discussed with other groups. After that the students and the teacher concluded the material already learnt by them at that time with reflected the material and evaluated it together. In the final, the teacher gave the rewards to the individual students, and groups discussion.

b. Data Analysis of Pretest and Postest

The pretest was given to the students before they received the treatment and the posttest was given to the students after they received the treatment. The students' pretest and posttes score was analyzed throught statistical computation on SPSS v.22 for windows software. In assessment the researcher focused to content, organization, vocabulary, language use, and mechanics

Table 1 Pretest And Posttest Results

Variable	Results		
	Pre-test	Post-test	N-Gain
Writing Skill			
N	30	30	
Mean	41.17	78.87	0.63
Maximum	53	90	0.83
Minimum	25	58	0.10
Std. Deviation	8.355	8.283	

The table 4.1 shows that the mean pretest score is 41.17 with maximum score 53 and minimum score 25. Meanwhile, the mean posttest score is 78.87 with maximum score 90 and minimum score 58, before the t-test is done the data should be tested by the normality test and homogeneity test.

c. Data Statistics of Pretest And Posttest

1. Normality Distribution Test

The Result of Normality Distribution Test is presented in the following table:

Table 2 Test of Normality

	Test	Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
Analysed	Pretest	.154	30	.069
	Posttest	.158	30	.055

*. This is a lower bound of the true significance.

The table 2 above shows that the data were normal because sig. of pretest and posttest were higher than normality index 0.05.

2. Data Analysis of Descriptive Statistics And N-Gain

The data analysis of descriptive statistics is presented below:

Table 3. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	30	28	25	53	1235	41.17	8.355	69.799
Posttest	30	32	58	90	2366	78.87	8.283	68.602

Valid N (listwise)	30						
--------------------	----	--	--	--	--	--	--

The table 3 above presents that descriptive statistics student scores. The score results of pretest experimental class were; range 28, minimum score 25, maximum score 53, total score/sum 1235, mean 41.17, standar deviasi 8.355, and variance 69.799. Then the score results of posttest experimental class were; range 35, minimum score 58, maximum score 90, total score/sum 2366, mean 78.87, standar deviation 8.283, and variance 68.602.

The following is the results of data analysis to know about the range of students' initial mastery of writing narrative text before and after they learning by using cooperative learning type STAD. The writer gave the steps in calculated the range. The steps or formula are presented as follows:

N-Gain = The writer used the formula:

$$N-Gain = \frac{Mean\ Posttest - Mean\ Pretest}{Skor\ Maksimum - Mean\ Pretest}$$

$$N-Gain = \frac{78.87 - 41.17}{100 - 41.17} = \frac{37.7}{58.83} = 0.62$$

Table 4 N-Gain (The Improvement of Normal Score)

RANGE	INTERPRETATION
0.0 – 0.30	Low
0.31 – 0.70	Middle
0.71 – 1.00	High

The students improvement mastery of writing narrative text after learnt by using cooperative learning approach was 0.62. this improvement was middle, because it was located between 0.31-0.71.

Discussion

The researchers discussed the data. In the results of pretest and posttest, this research to find significant degree, it could be seen from the average of posttest results was 78.87. Meanwhile, the data average of pretest results was 41.17. There was significant difference between pretest and posttest in teaching writing narrative text by using cooperative learning type students team achievement division (STAD). After got the score of pretest and posttest the researchers continued to computation normality test, and the data were normal because sig. of pretest and posttest were higher than normality index 0.05. The students improvement mastery of writing narrative text after learnt by using cooperative learning approach was 0.62. this improvement was middle, because it was located between 0.31-0.71. Those computation results have similar with the previous study. The previous study is come from (Hayatunisa, 2013) which entitle “*Student Teams Achievement Divisions (STAD) Technique In Teaching Writing Narrative Text*” she said student teams achievement divisions (STAD) technique is effective in teaching writing narrative text. Data from classroom research 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 can understand the linguistic.

CONCLUSION

Based on the result of this research, the researcher concludes that the student teams achievement divisions (STAD) technique of cooperative learning can help students to improve writing narrative text. It could be seen from the average of posttest results was 78.87.

Meanwhile, the data average of pretest was 41.17. There was significant difference between pretest and posttest in teaching writing narrative text by using cooperative learning type student team achievement division (STAD). The students' improvement mastery of writing narrative text after learnt by using cooperative learning approach was 0.62. This improvement was middle, because it was range located between 0.31-0.71.

ACKNOWLEDGMENTS

Alhamdulillahirabbil 'alamin, praise for Allah SWT for blessing and grace to allow the researchers to complete this journal entitled: "The Tone of Students' Expression in Mother Poem". During completing the paper, the researcher obtained a lot of help, suggestion and motivation from many people. Researchers would like to say the biggest thank you for researchers' article supervisors who always gave researchers support when conducting this research. Also, researchers would like to say thank you to IKIP Siliwangi Bandung which gave us opportunity to publish this article. Also for blind reviewer who reviewed this article as well as to the editorial team so this article can be published perfectly.

REFERENCES

- Creswell, J. W. (2008). *Educational Research*. Person Education.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Person Education.
- Hayatunisa, L. (2013). Student Teams Achievement Divisions (STAD) Technique In Teaching Writing Narrative Text. *Journal of English and Education*, 2(1), 17–26.
- Indrasari, N. (2010). *Improving Students' Skill In Writing Narrative Text Through Picture Series: An Action Research at the Eighth Grade of SMP Negeri 1 Cawas, Klaten in the Academic Year of 2009/2010*. 42–57.
- Maulani, F. O., Raja, P., & Yufrizal, H. (2016). *The Implementation of STAD To Improve Students' Ability In Writing Recount Text at The First Grade of SMAN 3 Bandar Lampung*. Bandar Lampung: FKIP University of Lampung.
- Mundriyah, M., & Parmawati, A. (2016). Using Think-Pair-Share (TPS) To Improve Students' writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung). *P2m Stkip Siliwangi*, 3(2), 84-91.
- Sargent, D. (2004). *Using Cooperative Writing Activities to Build Community, Fluency, and Accuracy*. Retrieved from http://www.schoolofesl.com/publications/cooperative_writing_project.pdf
- Suprijono, A. (2013). *Cooperative Learning. Teori dan Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar.
- Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Tehran: Rahnama Press.