

The Effect of Student Teams Achievement Divisions (STAD) to the Students' Writing Ability on Recount Text

Lidia Denta Grace Barus

Undergraduate student, Faculty of Teacher Training and Education
Universitas HKBP Nommensen, Medan
lidiadenta0409@gmail.com

Herman

Universitas HKBP Nommensen, Medan
herman@uhn.ac.id

Hairun Niswa

Universitas Muhammadiyah Sumatera Utara, Medan
niswa.ap@gmail.com

Corresponding email: herman@uhn.ac.id

Abstract

This research focuses on the effect of Student Teams Achievement Divisions (STAD) to the Students' Writing Ability on Recount Text at Grade Ten of SMA HKBP 1 Pematangsiantar. The participants were the grade X of SMA HKBP 1 where there are two classes, one is as a control and the other is as an experimental class. The methodology used in this research was the experimental quantitative research. The pretest and posttest was in the form of essay tests. The research population consisted of 168 students of SMA HKBP 1 Pematangsiantar. Then, the research sample was the 10th grade students consisted of 21 students. The result of the data presented that, there was significance different score between pretest and posttest. The mean score of pretest was 41.95. In contrast, the mean score of posttest was 79.08. The result showed improving students' writing skills by applying STAD strategy could improve students' listening comprehension.

Keywords: *Effect, STAD, recount, technique, writing*

Introduction

English is as a foreign language in Indonesia and influences many aspects of life. It has an important role on the intellect, improvement and society as well as used for education, business, law and trade. Every day, people always communicate to each other. They use English as a basic communication to deliver purposes. In Indonesia, English is as a foreign language. English is very essential because in today's era, English is very influential in the daily life such as in education, business, occupation, and others. People can express feeling, argument, ideas, emotion, knowledge and thought through knowing English. English is really important to be studied. It is used by most of people around the world when they communicate to other people from different countries. Because of that, most of the

countries in the world conduct the English teaching and learning to their school systems. In Indonesian schools, English is determined as a compulsory subject in the national curriculum. It is taught at the beginning from elementary up to the university level.

In English subject, there are four skills that are learnt by students, they are listening, speaking, reading, and writing. Listening is one of the communication skills that require students to understand, translate, and assess what they heard. Reading is a cognitive process of decoding and encoding meaning from printed requires letters and information. Speaking is the ability to express ideas through a spoken medium. The last skill is writing. Writing is representation of language which is used to express and explain ideas in a textual medium through the use of signs and symbols. Meyers (2005: p2) & Rahmawati, et al. (2019) said that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. For the first time, the learners in common usually comprehend the listening and speaking skill first before they continue to comprehend the reading and writing skill.

Writing is one of the skills that should be mastered by students because it is an important skill of language development. As stated by Langan (2005), that writing can be used as a means of communication. In the global era, many aspects of life need writing skill as a part of the requirements. One of the examples which writing takes an important role is in the educational setting. In the educational setting, students are expected to be able to write a kind of academic writing. Therefore, schools or institutions should provide their students with sufficient skills which are needed to face the real world situation with the real language use.

The researcher found out that those were some problems appeared in the English teaching and learning especially in writing skill. Their weaknesses were unable to pour their ideas into a text. They also were still lack of vocabulary. The other element was they were difficult to understand the structure of text, grammatical weakness, felt fear to be wrong, unconfident and reluctant to write due to some reasons. They even thought that they had nothing to write and when they had already got the ideas of what to write about. Such an example,

“Suddenly, the child fall down because the floor was slippery. He keep in cry“.

The example above showed that students tended to ignore the grammatical rules in writing recount text. As the example above, "Suddenly, the child falls down because the floor was slippery. He keep in crying "is erroneous. The all sentences must be in past form. They should use simple past tense. Some of them write "my family and I go to Medan yesterday". The verb "go" in the sentence should be "went". The average result in teaching the recount text was gained that the mean score of the mean score was 49,73, while the passing minimum criteria was 75. The problems faced by the students were also affected by the teacher's technique in teaching. The teacher applied conventional method in teaching without using media in teaching such as infocus, powerpoint, and so on.

From the problems mentioned above, the researchers would like to offer a teaching technique to solve them because it can affect the teaching learning process become better. The teaching technique is expected to be useful to improve students' ability in developing their writing skills. One method that can be applied in teaching writing is Student Teams Achievement Divisions or STAD. STAD is selected to be the teaching technique to be used to solve the problems in writing, because this method has been proven to be effective to solve the problems in writing. Previous research done by Ruska, Regina and Wardah (2017) showed the mean score of the students' pre-test was 36.75 and the mean score of students' post-test was 60.2. Based on the computation, the result of the Effect Size (ES) was 1.58. The effectiveness of the use of Students' Team Achievement Division (STAD) in teaching writing recount text was strong. It was showed that the use of Students' Team Achievement Division in teaching writing recount text was highly effective. The alternative hypothesis of the research was accepted.

From the previous research mentioned above, the researchers select this STAD method to be applied in this research in the hope that this method can help students' weaknesses and enrich the teachers' horizon and references in creating a better teaching and learning process in order to achieve better results. Regarding to the explanation above, the researcher is interested in conducting a research entitled *The Effect of Student Teams Achievement Divisions (STAD) to the Students' Writing Ability on Recount Text at Grade Ten of SMA HKBP 1 Pematangsiantar.*

Research Methodology

The researcher used a quantitative research. It was an experimental research design. According to Ary (2010:22), "Quantitative research uses objective measurements to gather numeric data that are used to answer questions or test predetermined hypotheses", which is consist of pre-test and post-test in order to know the effect of Student Teams Achievement Divisions (STAD) Teaching Method to the Students' Ability in Writing Recount Text. This research is an experimental research which having a certain experimentation applied to the population or the sample. There are two groups in this study. They are the experimental group and the control group. Experimental group is the group that will receive treatment by using Student Teams Achievement Divisions (STAD) teaching method, while the control group is the group that will receive a different treatment without using Student Teams Achievement Divisions (STAD).

Table 1. Research Design

Group	Pre-test	Treatment	Post-Test
Experimental group	X1	X	X2
control group	Y1	Y	Y2

Note :

X : The experimental group using STAD

Y : The control group without using STAD

X1, Y1 : Pre-test in the Experimental group and control group

X2, Y2 :Post test in the Experimental group and control group

Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. According to Creswell (2012:381) as cited in Herman, Sibarani and Pardede (2020:88), the population is the group of individuals having one characteristic that distinguishes them from other group. The population of this research is the grade X students at SMA HKBP 1 Pematangsiantar, 2018/2019 academic year, which consist of two classes; IPA class consists of 21 students and IPS class consists of 21 students. So, the total amount of students is 42 students.

Sample and Instrument

Sample is any number of things, people or events which are less than the total population. According to Ary (2010:148), "a sample is a portion of a population." In this research, the researcher will take the both classes of grade ten students of SMA HKBP 1 Pematangsiantar. There are only two classes of grade X. They are X IPA class which consists of 35 students as an experimental class and X IPS class consists of 30 students as a control class. So, the total amount of the students are 65 students.

Table 2. Sample Class

Group	Class	Students
Experimental	X-IPA	21
Control	X-IPS	21

Cohen et all (2007:96) said that research instrument is a tool used by the researcher to collect the data with certain rules. In collecting data, instruments served to facilitate, smoothen, and make data collection work more systematic. The instrument used was a test. In this research, the test was used by the researchers as written test as an instrument of the research. The researcher used the essay test by asking the students to write a Recount text. Why is recount text? It was because it was suit to the curriculum in the school in this research. The text was expected to have the right and good content, language use, organization, vocabulary, and mechanics through the whole process of writing and will be scored by applying analytical scoring to find out the students' writing ability in Recount Text.

Technique of Data Collection

In doing the test, there was an instrument to use to collect the data. It is the test. Test in here is a writing test (essay). The researchers used the theory of Hatch and Farhady (1982) to score the test. Below was the content of the test:

Instruction :

- 1) Please, do the test by yourself.
- 2) You have a maximum of 40 minutes to write down a recount text with the topic are:
 - a. Christmas Eve
 - b. Last holiday in Samosir island
 - c. Traveling

Choose one topic and write down your experience!
- 3) Your written text includes 2 paragraphs.

4) Then, identify your text based on the generic structures.

After having the content of the test above, the researchers used the criteria to measure data based on Glass (2005). The researchers made the criteria of scoring the test. The scale rating scores are drawn as follows:

The amount of the score can be described as follows:

- | | |
|---------------------|--------------|
| 1. Idea or Content | : 5 |
| 2. Organization | : 5 |
| 3. Vocabulary | : 5 |
| 4. Sentence fluency | : 5 |
| 5. Convention | : 5 |
| | 25 x 4 = 100 |

Table 3. The Measurement of the Students' Achievement

Criteria of mastery	Level of mastery
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very poor

Hence, there are three steps that the researchers done in collecting the data, they are pre-test, treatment and post test.

1. Pre-test

Pre-test will be conducted to find out the results and the mean of the class which use the experimental class and control class. It is given before treatment, the two groups are in the same level of knowledge and write recount text.

2. Treatment

After the pre-test is administrated, the experimental class and the control class are given in the same writing material but in different ways. The treatment of applying Student Teams Achievement Divisions (STAD) is treated to the experimental class. The discovery learning was created to control the class or taught without

3. Post Test

Finally, both groups will be given a post-test after teaching. Silalahi (2017:299) defined that post-test is conducted to find out the students ability and scores after the treatment that is given in experimental group. It is used to find out the different sources between groups. The post-test is the same with the test in the pre-test, having taught the students about writing Recount text using Student Teams Achievement Divisions (STAD) and without using Student Teams Achievement Divisions (STAD). The researcher will give them a post-test in order to find out the results of whether the techniques are success or not.

Technique of Data Analysis

After conducting the result of pretest and posttest, the data analysis was done. The use of SPSSX 24 program had function to determine the descriptive and inferential analysis of the data. The descriptive analysis was included mean, median, variance, standard deviation, maximum and minimum score. In contrast, the inferential analysis involved normal distribution, t-test, and effect size. The inferential analysis had purpose to determine whether or not the significant effect of STAD on students' ability in writing recount text.

Finding

After analyzing the data, the research finding showed that there is a significant effect of using STAD Strategy on the grade ten students' in writing a Recount Text at SMA HKBP1 Pematangsiantar. The difference or the improvement as the whole students got in posttest from control to experimental group is 881 or 41,95 point in average. Below were the details of the results.

1. The Result of Descriptive Analysis

Table 1 The Result of Mean Summary

Pretest	Mean						Mean Summary
	1	2	3	4	5	6	
	43.4	44.55	37.24	43	42	41.51	41.95
	Mean						Mean Summary
	1	2	3	4	5	6	
	75.76	78.95	80.51	80.23	78.67	80.36	79.08

Source: Data Analysis of July 30, 2020 SPSS -X VERSION 24

Based on the result of the mean summary, it can be concluded that the mean summary of post-test was higher rather than mean summary of pre-test ($79.08 > 41.95$).

Table 2 Descriptive Analysis of Pre-test and Posttest

Test	Mean	Standar Deviation	Median	Max Score	Min Score	Variance
Pre-Test	41.95	3.783	45.16	51.49	37.18	14.77
Post-Test	79.08	14.587	78.73	82	75.55	4.558

From the result of descriptive analysis, the post-test instrument was higher rather than pre-test instrument in every descriptive analysis. In order to identify the significant difference of mean score between pretest and posttest, T-test was conducted. Before conducting T-test, the data distribution was analyzed first. It aimed to select the T-test type that will be used. If the data are normally distributed, it will be analyzed with parametric test whereas if the data are not normally distributed, nonparametric test is used. Data are categorized normal, if the value of Kolgomorov-Smirnov is higher than .05. The result of normality was summarized in Table 5.

2. The Result of Normality Test.

Table 3 The Result of Normality Test

Tests of Normality			
	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Summary Mean Pretest	.174	21	.097
Summary Mean Posttest	0.12	21	.200

From the result of normality test as shown in Table 3, it was found the value of Kolgomorov-Smirnov for pretest is .097 while for posttest is .200. Since the value of Sig. forpretest and posttest is higher than .05, the data are categorized normally distributed. Therefore, the paired sample t test can be done.

3. Hypothesis Testing

After the data were categorized normally distributed, hypothesis testing was conducted to know whether there was a significant effect of using STAD Strategy on

the grade ten students' in writing a Recount Text at SMA HKBP1 Pematangsiantar. The hypothesis testing was conducted by using paired sample t-test. There were two qualifications of determining the decision whether the hypothesis was rejected or accepted. If the value of the t_{obs} was lower than t_{cv} , the alternative hypothesis was rejected. Meanwhile, if the t_{obs} was higher than t_{cv} , the alternative hypothesis was accepted.

Table 4 The Result of Hypothesis Testing

Paired Samples Test

Pair	Mean_Pretest– Mean_Posttest	-	Paired Differences		95% Confidence Interval of the difference		-	20	.000
			4.54725	.99229	Lower	Upper			
					-	-			
1	34.373 02			36.44290	32.30313	34.656			

The result of paired sample T-test showed that the value of Sig. (2-tailed) was .000. This value was lower than the level of standard ($\alpha=.05$). It indicates that there was significant difference between pretest and posttest. In order to determine the hypothesis, the value of the t_{obs} and t_{cv} were compared. From the result of the t-test analysis, the value of the t_{obs} was 34.656. In addition, the value of t_{cv} for df 20 was 1.725. Therefore, the t_{obs} (34.656) > t_{cv} (1.725). Since the value of t_{obs} was higher than t_{cv} , it can be stated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This result showed that there was a significant effect of using STAD Strategy on the grade ten students' in writing a Recount Text at SMA HKBP1 Pematangsiantar.

Discussion

After conducting a research in SMA HKBP1 Pematangsiantar, it is found that there is a significant difference in students' writing ability between the students who were taught using STAD strategy and the students who were taught using non-STAD strategy. The finding of the research indicates that the students taught using STAD strategy have better achievement on their writing ability especially in Recount Text than those who taught using non-STAD strategy.

This research done showed that there was a similarity with the findings from previous research done by Nair (2018) in her research case in Selangor, Malaysia.

Both researches were done using quantitative research. Both researches depicted that STAD method really effective and useful to enhance students' ability in writing skills. The differences from both researches were lied on the research method from Nair. She used the combination of quantitative and qualitative data to analyze and obtain the finding. The analysis of the qualitative data revealed that students enjoyed writing in groups and they stressed that they learned a lot from their friends when they wrote in groups. Hence, Nair's research (2018) used descriptive text as the data, while this research used only single research method, it was experimental quantitative method. The text used in this research was recount text since it was the object to be learned by the students when one of the researchers had a teaching practice in the school. In short, STAD method was effective and appropriate by English teachers in teaching learning process in the skill of writing.

Conclusion

The conclusions of the research are made based on the research findings. Based on the research formulation of problems in Chapter I and the discussions in Chapter IV, the researchers come to the conclusion. Referred to the problems in the previous point above, the researchers concluded that the research finding showed that there is a significant effect of using STAD Strategy on the grade ten students' in writing a Recount Text at SMA HKBP1 Pematangsiantar. The difference or the improvement as the whole students got in post test from control to experimental group is 881 or 41,95 point in average. Based on the result of the mean summary, it can be concluded that the mean summary of post-test was higher rather than mean summary of pre-test ($79.08 > 41.95$). It proves that the hypothesis alternative (H_a), "There is a significant effect of Student Teams Achievement Divisions (STAD) on students' writing ability at grade ten of SMA HKBP 1 Pematangsiantar", is accepted.

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