

THE EFFECT OF STUDENTS TEAM ACHIEVEMENT DIVISIONS (STAD) TO STUDENTS WRITING ABILITY ON RECOUNT TEXT

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Abstrak:

Penelitian ini bertujuan untuk melihat ada tidaknya pengaruh yang signifikan dari penggunaan metode pembelajaran Students Team Achievement Division (STAD) terhadap kemampuan menulis teks recount pada siswa kelas XB di MA Al-Hidayah. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian pra-eksperimental One-Group Pretest Posttest. Sampel yang digunakan dalam penelitian ini adalah kelas XB yang terdiri dari 34 siswa. Peneliti menggunakan pengumpulan data yang diperoleh dari 2 kali tes, yaitu pretest dan posttest. Peneliti menggunakan uji statistik One Sample t-test untuk menganalisis data dengan IBM SPSS Statistics versi 25. Hasil yang diperoleh menunjukkan bahwa terdapat perbedaan yang signifikan dari penggunaan model pembelajaran kooperatif tipe Student Team Achievement Division (STAD). Hasil tersebut dilihat dari nilai One sample t-test yang menunjukkan bahwa nilai sig (2-tailed) sebesar $0,000 < 0,05$ yang berarti hipotesis alternatif (H1) dapat diterima dan hipotesis nol (H0) ditolak. Dapat disimpulkan bahwa penggunaan Students team achievement division (STAD) memiliki pengaruh terhadap kemampuan menulis teks recount.

Kata Kunci: Students Team Achievement Division (STAD), Kemampuan Menulis, Teks Recount.

Abstract:

This study aims to see whether or not there is a significant effect of using Students team achievement division (STAD) on the ability to write recount text in class XB students at MA Al-Hidayah. This research used quantitative method with pre - experimental One - Group Pretest Posttest design. The sample used in this research is XB class consisting of 34 students. The researcher used data collection obtained from 2 tests, namely pretest and posttest. The researcher used the One Sample t-test statistical test to analyze the data with IBM SPSS Statistics version 25. The results obtained show that there is a significant difference from the use of Students team achievement division (STAD). The results are seen from the One sample t-test value which shows that the sig (2-tailed) value is $0.000 < 0.05$, which means that the alternative hypothesis (H1) is acceptable and the null hypothesis (H0) is rejected. It can be concluded that the use of Students team achievement division (STAD) has an influence on writing skills in recount text.

Keywords: Students Team Achievement Division (STAD), Writing Ability, Recount Text.

INTRODUCTION

Writing is one of the language skills that every student in school, from elementary to tertiary level, must have. Writing also requires enthusiasm and creativity in learning. Through writing, students can be creative and show the ideas they want to convey to readers. The more creative a person is in writing, the more it will attract readers' interest. Writing is an activity of expressing ideas, thoughts expressing experiences by writing them into text.

Writing skills are one of the skills in language. Writing skills are also part of the needs and things that are very meaningful to teach writing to students because it is a need that every student must have, it will be very useful and really needed for the future in further education. Writing skills are the ability to compose sentences with the correct language form and use language that is easy to understand (Maryana & Sukmawati, 2021).

Writing is not an English skill that many students are not interested in. In writing activities, students are confused because they lack mastery of skills, and most students feel confused when writing starts. This happens to every student, so teachers must provide motivation to students and apply interesting learning models so that students do not get bored of doing writing activities. One model that can be applied in writing activities is the STAD type cooperative learning model.

The Students Teams Achievement Divisions (STAD) is one of the learning methods where students are arranged into groups. This method is one way for students to communicate with each other and express their opinions (Rahayu, YayRahayu, Yayu Sri; Nastiti, G. G. (2020). the Use of Students Teams Achievement Divisions (Stad)

Technique in Teaching Writing Recount Text.u Sri; Nastiti, 2020). This method is carried out in the form of teamwork with various members in mastering the learning skills being studied. This cooperative learning can be applied to writing learning so that students can exchange their thoughts and knowledge by writing in a text. that way they can remember more easily after writing down the results discussed.

Based on previous research, the first research in 2019 conducted by Nanden Sri Rahayu and Gina Gemi Nastiti with the title "The Use of Students Team Achievement Division (STAD) Technique in Teaching Writing Recount Text" using quantitative methods, quasi experimental design, and can collect results that there is a significant influence between students who learn by using STAD and get higher scores compared to students who learn not using STAD.

Based on my experience in teaching practice at school, students are less interested in learning English. And they tend to feel bored in studying writing recount text. So, based on these problem, the researcher need to increase students interest in learning by applying, cooperative learning, namely STAD, hopefully by applying students can be more active and can work in teams. From the description above, the study investigated how the STAD method can be used to teach students how to write recount texts, so the researcher chose the "The Effect of Student Teams Achievement Divisions (STAD) to the Students' Writing Ability on Recount Text".

RESEARCH METHOD

This research, researcher uses quantitative method using pre-experimental design method. This study was conducted to

see whether or not there is an influence of students in writing recount text using the student team achievement division (STAD) method. The researcher chooses the pre-experimental research design using one group pre-test and post-test to see the effect on students writing in recount text using STAD method. The research conducted on tenth-grade student of MA-ALHIDAYAH Bangkalan.

RESULT FINDING AND DISCUSSION

In this study ,reserchers obtained research findings presented as an overview. The researcher analyzed the data consisting of pretest, treatment, and posttest results. This research conducted on 01th, 08th, and 15th on macrh 2024 in class XB MA-Alhidayah by using a test instrument (writing test). Changes in students results can be seen from the students pretest and posttest.

Before the test is given to students the test has been validated by Mrs. Dr. Siti Maria Ulfa, M.Pd as a lecturer in the writing course. Based on the validation results, the test instrument was declared feasible to be given to the sample with minor revisions. The researcher uses two kinds of tests, First, the researcher gave a pre-test to students to find out the extent of writing skills, especially recount texts in MA-Alhidayah class X students before being given treatment and the posttest was given after the treatment was carried out to see how effective the treatment used on students' writing skills.

Reliability is generated and only carried out on valid items obtained from the validity results. Reliability test is tested with retest by trying several times to the respondent. The researcher use Cronbach's Alpha if R count is amove R table 0.05. To see the level of data reliability the researcher

uses IBM SPSS Statistics version 25 to measure whether it is reliable or not.

Table 1. Pretest Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.533	5

Based on the results of the reliability calculation above, it shows that the results of the reliability calculation of the results of writing recount text when doing the pre-test in the table above are 0.533 the results of Cronbach's Alpha > 0.05. Then, based on the test reliability results, we can conclude that the pre-test effectively measures the ability to write recount texts.

Table 2. Posttest Reability

Reliability Statistics	
Cronbach's Alpha	N of Items
.138	5

According on the table above, it shows that the results of the reliability calculation of the results of writing recount text when doing the pre-test in the table above are 0.138 the results of Cronbach's Alpha > 0.05.the results of the pre-test on recount writing ability can provide evidence for this reliability.

After the research instrument is processed, the next step is to conduct a normality test to find out the results of the data obtained in the pre-test and post-test when given to the respondent are normally distributed or not, it can be shown by the following table:

Table 3. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	.122	35	.200*	.962	35	.267
posttest	.141	35	.078	.961	35	.250

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

a. Lilliefors Significance Correction

Based on the table above, the results of the normality test with the Shapiro Wilk type show that the pre-test value is sig. 0.267 and the post-test value is sig. 0.250. So it can be concluded that the normality test values of the pre-test and post-test are normally distributed.

Based on the previous chapter, this study aims to determine the average of sample from a population with hypothesis testing with sig (2-tailed) is < 0.05, so we can conclude that H1 is acceptable and H0 is rejected. The following hypothesis can be formulated:

H0: There no effect of student team achievement division learning model on student writing skills.

H1: Student team achievement division model has influence on writing skill.

Table 4. One Sample T-test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Learning_R esults	29	78.45	3.203	.595

One-Sample Test

	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learning_Results	14.206	28	.000	8.448	7.23	9.67

Based of the table above, show that the calculated results of the hypothesis test using IBM SPSS Statistics version 25 obtained a sig (2-tailed) value of 0.000 using a significance level of 0.05. from the result (2-tailed) show a value of 0.000 < 0.05. then it can be concluded that H₁ is accepted and H₀ is rejected. Thus it can be cocluded that STAD there is an effect on the writing skill in recount text.

Based the results of the research by giving treatment STAD on students writing ability in recount text in class XB at MA Alhidayah. This show from the lowest pretest score of 44 and posttest score 70. The results of the pretest and posttest, it can be concluded that of the five aspects that have been mentioned, the most influential on writing ability is the orientation aspect of writing with using treatment STAD learning technique can be applied in writing ability. Based on the results of the hypothesis test, it shows that the paired sample t-test value is obtained of 0.000 < 0.05. then it can be concluded that H1 is accepted and H0 is rejected. Thus it can be cocluded that STAD there is an effect on the writing skill in recount text. Therefore, the STAD treatment of students writing ability in writing recount text can be declared effective to use, it can be seen from the results of the paired sample t-test analysis.

Based on the research results, this is supported by Robert Slavin and his colleagues at Johns Hopkins University. When implementing STAD, students are divided into mixed groups of four or five depending on their ability level. Within each team, the teacher ensures that all team members complete individual tests on the material, but team members should not help each other. Students' quiz results are compared to the average of previous results, and points are awarded based on the extent to which the student matches or exceeds previous performance (Deswarni STAI Hubbulwathan Duri, 2018).

This research correlates with previous research conducted by Nanden Sri Rahayu and Gina Gemi Nastiti with the title "The Use of Students Team Achievement Division (STAD) Technique in Teaching Writing Recount Text" in 2019, it employed a quantitative approach with a quasi-experimental design. To gather data, the study used several instruments including pre-test, post-test, and questionnaires. In other words, the results of student writing in the form of pre-test and post-test can be assessed using scoring rubric that evaluated various aspects, such as content events, language use, vocabulary, and mechanics. And found that the STAD technique led to significantly better results in teaching recount writing. Their findings (t-value of 3.92 exceeding the table value of 2.000) support the idea the STAD is an effective approach for this purpose. This aligns with others research suggesting STAD benefits in teaching recount writing.

What distinguishes this research from previous researchers is in the instrument section, in previous studies using quasi experimental using pre test post test instruments and questionnaires, while

research only uses pre test post test instruments in the form of writing tests, therefore the difference is in the questionnaire instrument, the questionnaire in previous studies can be concluded that 95% of students like writing activities. By using STAD, students are more active, communicative, and improve individual and group cooperation skills, especially in writing recount texts.

CONCLUSION

Based the results of the research by giving treatment STAD on students writing ability in recount text in class XB at MA Alhidayah. This show from the lowest pretest score of 44 and posttest score 70. Based on the results of the hypothesis test, it shows that the paired sample t-test value is obtained of $0.000 < 0.05$. then it can be concluded that H1 is accepted and H0 is rejected. Thus it can be concluded that STAD there is an effect on the writing skill in recount text. Therefore, the STAD treatment of students writing ability in writing recount text can be declared effective to use, it can be seen from the results of the paired sample t-test analysis.

Based on the above conclusion, the researcher can provide suggestion, for student, teacher and further researcher. Students must improve their skills in learning English especially in writing recount text, so that when they are in a group they can also be active in their group. This research uses a cooperative learning method which can motivate students to work together in teams and be able to find each other's opinions and express them in written form. For teachers This research has a significant influence on the teaching and learning process for effective information. Also provides motivation to teachers and students. Teachers must pay attention to student progress by providing

material or learning as well as possible. The researcher also suggested that future researchers apply this strategy to different types of potentials or assessments. This strategy can be applied in all levels, especially in writing skills.

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