IDEAS

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The Influence of STAD Method Towards Students' Writing Ability in Recount Text

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Abstract

The purpose of this research is to determine the influence of learning using the STAD method on students' writing ability. The researchers used quantitative and experimental research methodology. The researchers used two classes as samples, which consisted of an experimental and a control class. Students in the experimental class were provided with instruction with the STAD method, and students in the control class comprised instructed using conventional methods. In collecting data, the researchers used written tests. The t_{test} formula is used to analyze data throughout the research and obtain the results was $t_{test} > t_{table}$ with a significance level of 0.05 and 0.01 (2.00 < 3,79 > 2.66). It can be concluded that there is an influence of using STAD method on students' writing ability. In addition, it was also found the average score in the experimental class was higher than the control class (72,29 > 63,81). Through this research, it can conclude that implementing of STAD method in teaching and learning English can rise students writing skill.

Keywords: *Experimental Research, STAD Method, Writing Ability*

Introduction

English is one of the subjects included in Junior High School. The goal of English education and learning is to assist students in improving their communication skills. Students must have been able to comprehend and produce words in order to acquire this talent. They need to learn and understand four

languages: listening, reading, speaking, and writing.

The most demanding and complex of the four English talents to master is writing, Maulani (2016) approves that writing appears to be the most hardest ability to master among the others. Students must pay attention to grammar, Vocabulary, punctuation, structures, cohesion, and coherence to ensure that the sentences they write are acceptable and suitable. Students must acquire writing skills in order to share their opinions and knowledge about information and thoughts about what they have studied. Writing also assists students in developing their critical thinking abilities.

Furthermore, most English foreign language students in Indonesia had difficulty in writing English. While writing is essential, many students suffer with it. Some students have trouble in writing recount text. It can see from the text that was already written by students. In this case, there are a lot of mistakes for instance in language features, generic structure, spelling, word choice, they are having difficulty. Those problem can appear since they were unable to participate in class activities and limiting their interest in the class. It gave them the impression that they were too bored to attend the class. It may be argued that the teacher's approach or methodology did not motivate them to learn. The teacher must present methods that can motivate students to learn how to write. Based on Cinelli (1994) Cooperative learning stimulates to acquire knowledge also inspire them to work with one another in order to enhance learning.

One variation on cooperative learning is Student Team Achievement Division (STAD). As a cooperative learning system, Slavin at John Hopkins University established the STAD. STAD are methods that teacher employs to enhance mutual support in groups and the constructive participation of all members, interaction with others develops responsibility and solidarity among students. This method works well for students of all grades.

According to Slavin in Kurniawan et al. (2017), here are a number of guidelines to stick with while applying STAD method: 1) the teacher delivers the course of study to the students in lines with the capabilities standard that will be connected 2) the teacher grows teams of four or five members each, to make sure everyone involved has varying intellectual capacities 3) the teacher sets exercises for the team that is linked to the information that was previously given; they discuss it combined and assist one another if a group member has difficulty understanding it. Always make sure that all group members acknowledge what is being discussed and the content 4) the teacher administers an individual quiz 5) the teacher serves students in fulfilling insights or reviewing earlier learned information and providing guidance and affirmation 6) the teacher rewards the

group that receives the greatest score.

According to Johnson (1999), the usage of cooperatives, particularly STAD types, has been effective in motivating students into teams so that they can assist one another in grasping the content that is provided. Besides that, Slavin (2005) states that STAD have cognitive benefits for society in the teaching process. The positive effects include 1) raising the student's academic being successful 2) raising student self-image, personal and social responsibility, mutually beneficial networks, and verbal interaction with one another 3) raising students' incentives to take classes 4) it focuses on the student's personally acquired education 5) it will lead students to stick it out to class every day because they would realize that their team's score revolves around them. Similar to the assertions above, the STAD method presents a few advantages for students as well as educators. Over the teaching process, the STAD method is capable of offering functioning, innovative, imaginative, and delightful learning for students. Such learning will be able to inspire students to learn, promoting the attainment of the finest student learning goals.

However, the STAD method has several limitations. As stated by Millis (2002), it contains a few limitations to adopting the STAD method for teaching and learning: 1) students are moving at various rates of action. It means that students who require a longer time to figure out what's being discussed can become stressed at being left behind. Those who are able to learn less time-consuming on the other hand, could appear rushed as they wait for those who acquire knowledge over time. 2) the dynamic of leadership. It hints that there exists a specific group dynamic; certain students will always be superiors, whereas others will always be followers 3) weight imbalance when dragging. It represents that a few students have no capacity to bring themselves fairly to their work. Due to the assertions earlier, there are still gaps in the learning process that might cause issues when employing the STAD method. To reduce these mistakes, the teacher requires offering ongoing direction to the group to guarantee that each team member is able to support each other and accomplish the learning goals that have been established.

In addition, there is some previous research about teaching and learning English using STAD method. Marlia et al., (2017) said that STAD method can improve reading comprehension. Furthermore, Ilyas (2017) found that English vocabulary by using STAD has significant effect. Yunita (2016) states that STAD in teaching and learning English can improve students speaking ability.

On the other side, implementing STAD may additionally be applied in the teaching and learning of writing. Students will be excited about learning since they

are required to participate as an important part of the course of learning, and they may improve their social lives by aiding each other and other classmates in submitting the regulated assignments. It is supported by Slavin (2005), STAD could raise students' academic achievement, confidence, and enthusiasm for learning; it fosters inner comprehension in students; and it motivates students to get involved in class regularly since their team's scores are dependent on them.

The researchers applied the STAD method for the present research because it has the ability to influence the English learning process, notably in the writing element. Furthermore, this study has various research objectives. 1). to know about the significant influence of using Cooperative Learning Type STAD towards Students' writing ability in writing recount text at the eighth grade of SMPN 21 Bandar Lampung in 2022/2023) to identify the average score of students' writing ability in recount text taught through Cooperative Learning Type STAD at the eighth grade of SMPN 21 Bandar Lampung in 2022/2023.

Method

The researchers used both quantitative and experimental methods in the present research. According to Cresswell (2009) "The use of quantitative research to evaluate objective hypotheses by studying the connection between variables ". There are two variables in this present research: independent and dependent variables. The application of STAD is the independent (X), while students' writing skill is the dependent variable (Y).

Variable is the entire subject will be a focus of research or observation. A variable is a phenomenon that is the subject of research and hence must be observed or explored, it is supported by Sugiyono (2009), he states that research variables are anything that is picked up by the researchers to be investigated in order to gather knowledge about it and then develop conclusions.

Population and Sample

Sugiyono (2017) states that the sample is part of the population which is the source of data in research, where the population is a category of the number of qualities that exist. The students of the eighth grades of SMPN 21 Bandar Lampung in 2022/202 is chosen as the population. The students consisted of 8 class with 249 students. The researchers chose the sample using a cluster random sampling strategy, giving two observation classes, VIII A and VIII D. The random cluster sampling method was adopted due to a large number of participants and their uniformity. It is in line with the statement by Sugiyono (2010), Cluster random sampling serves as a technique for determining the sample when the item to be

examined is big and homogeneous.

Data Collection Technique

The researchers applied a written test to obtain data. The researchers provided the topic for discussion, and the students were asked to make a recount passage with a team. STAD method was only used in the experimental class, and to ensure that at the final session, the researchers gave the test to each student individually and did not enable them to help each other, the other class applied the conventional method. In the present research, the researchers being used the t_{test} formula to examine the hypotheses. The accepted criteria are Ha if $t_{test} > t_{table}$ with significance 0.05 and 0.01.

Results

This research was carried out on February, 23rd until March, 24th 2023 at SMPN 21 Bandar Lampung in academic year 2022/2023 with the population of class VIII grade. The researchers gathered information based on two distinct classes. when doing investigation, the researchers had two hypotheses, there was: 1) there was any significant influence of using Cooperative Learning Type Student Teams Achievement Division (STAD) towards Students' writing ability in writing recount text, 2) The average score of students' writing ability in recount text taught through Cooperative Learning Type Student Teams Achievement Division (STAD) was higher than those who learn through conventional method. The researchers used a graphic to figure out the data of students' scores in the process of learning writing. Figure 1 depicts the scores of students in experimental, whereas Figure 2 depicts the scores of students in control class.
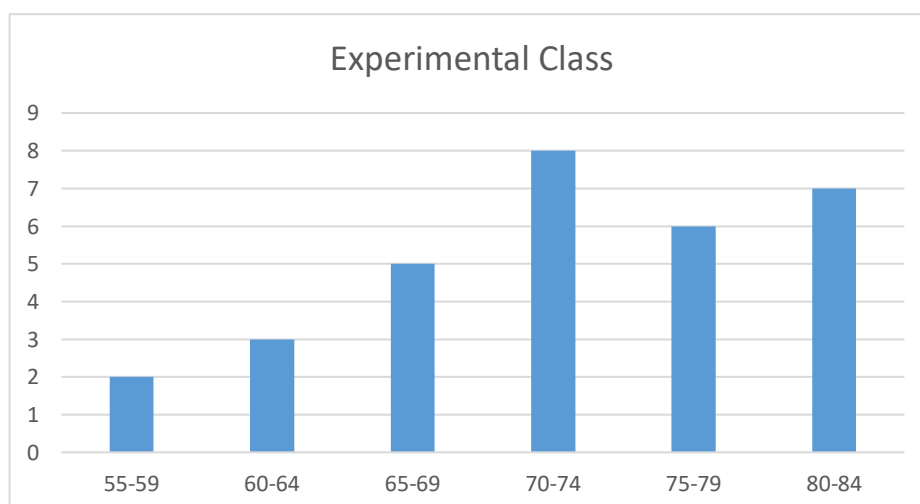
Adella Ramadhanti[1], Amelia Octafiyana[2], Anisa Safitri[3], Lusi Purnama Sari[4], Eva Nurchurifiani[5], Tommy Hastomo[6]
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Figure 1. The Score of Students

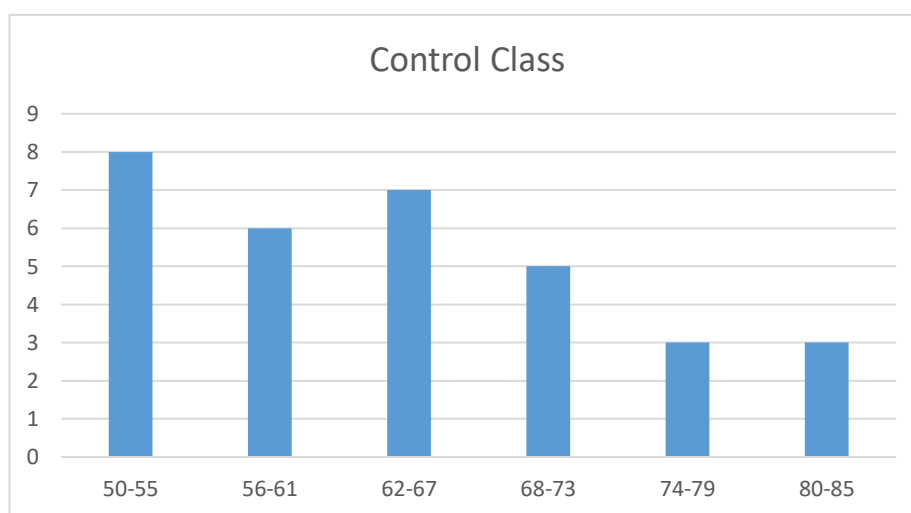| Group	X^2_{ratio}	X^2_{table} (0,05)	X^2_{table} (0,01)
Experimental Class	4,21	7,18	11,34
Control Class	6,29	7,18	11,34

Figure 2. The Score of Students

The researchers also conducted a normality test. It was used to examine if the observed data were normally distributed. From this research it found that the data has normal distribution because the criterion was $X^2_{ratio} < X^2_{table}$. The result is shown in the table 1 below:

Table 1. The Result of Normality Test

The researchers next assessed the homogeneity after testing the normality. The homogeneity test is used for demonstrate that two or more sets of sample data from the same population are exhibiting the same variation. In another word, the homogeneity test determines if the data collection under consideration has the same features.

The homogeneity test criterion was that the data was homogeneous if $f_{ratio} < f_{table}$ with the significance of 0,05 and 0,01, but if the data was $f_{ratio} > f_{table}$ with the significance level of 0,05 and 0,01, the data was not homogeneous. This research was calculated to be homogeneous because 1,54 > 1,24 < 1,62. The result was

shown in table 2 below:

Table 2. The Result of Homogeneity Test

After testing the homogeneity, the researchers proved the first hypothesis, there was influence of STAD towards Students' writing ability in recount text at the eighth grade, by conducting the t_{test} formula. The result was shown that there was any significant influence of using STAD towards Students' writing ability in writing recount text at the eighth grade. The criterion Ha was accepted because $t_{test} > t_{table}$ $(1/2\ \alpha)$ with df = (n1 + n2 – 2) with the significance level of 0,05 and 0,01. The applied of the STAD method in the classroom environment is very working since it can develop the minds of students, students will feel inspired to learn because they are required to be functional as the participants in the learning process, and they can improve the social lives by collaborating with each other and their teammates in completing the teacher's tasks.

Table 3. The Result of T_{test}

Group	t_{test}	t_{table} (0,05)	t_{table} (0,01)
Group	F_{ratio}	F_{table} (0,05)	F_{table} (0,01)
Experimental and Control Class	3,79	2,00	2,66
Experimental and Control Class	1,24	1,54	1,62

The next hypothesis was proved that the average score of students' writing ability in recount text which is taught through STAD is higher than taught through conventional method at the eighth grade of SMPN 21 Bandar Lampung in 2022/2023. The researchers conducted t_{test} to measure the findings. According to the calculation, the average score in the experiment class was higher than the control class (72, 29 > 63,18). Moreover, Ha is accepted when the average score of students' writing ability in the experimental class was higher than the control class. Result was shows in the table below.

Table 4. The Average Score of Students Writing test

Group	Average Score
Experimental Class	72,29
Control Class	63,81

Discussion
The Influence of STAD Method towards Students' Writing Ability

Writing is one of the subject students should learn since it is a vital ability for language development. Langan (2005) states that writing is commonly applied for interaction. A lot of aspects of today's life society require the use of writing skills. In the educational context, writing plays a significant role. Students are required to write academically in an educational context. As an outcome, schools or institutes should prepare students against real-world circumstances with real-language usage.

Writing is a difficult subject for teachers to teach. They must be innovative in their method selection. The used of STAD method was effective in teaching writing. Students are urged to collaborate in order to raise the team's overall performance, it is in line with the statement by Millis (2002) that STAD facilitates constructive collaboration among people of diverse cultural and social economic backgrounds by presenting students with a shared cognitive set of fact, motivating them to figure out what they are learning, and ensuring that individuals improve their unique understanding.

The researchers obtained the outcome that Ha was accepted. It showed that the equality of two average was got t_{test} 3,79 and t_{table} = 2,00 with the significance 5% (0,05) and t_{table} =2,66 with the significance 1% (0,01). It means that $t_{test} > t_{table}$. This finding was similar with previous research done by Marlia (2017). She found that there was any significant effect of using STAD in reading comprehension. In other word, the result showed that the average score of students' writing ability who learnt through STAD method was higher than who learnt through Conventional method at VIII A class and D. It indicates that there has been any influence of STAD method towards students' writing ability. The finding is relevant with the theory stated by Rai (2007), STAD method promotes cooperation and self-regulation of learning capabilities. It is means that STAD can help students in learning writing in classroom activity by helping each member to make a good writing text based on the topics that the teacher gave.

According to the theory presented above, using the STAD method allows students to participate by negotiating, exchanging ideas and information, and brainstorming. Students will have a better understanding of continuing learning this way. This interaction among students also teaches students how to form and

maintain positive connections with others, as well as how to tolerate distinctions between one another. STAD raises students of diverse socioeconomic origins, races, developments, and genders to trust, engage, and collaborate. As a result, STAD is a very beneficial strategy for improving students' writing abilities. Writing is a type of communication that uses words to express and convey ideas. That is the reason why writing is essential and needs to be taught in a proper way.

The Average Scores of Students' who were Taught Using STAD Method were higher than Students in Conventional Method.

The researchers put in two classes in the present research, with VIII A serving as the experimental class and VIII D serving as the control class. The STAD method was for experimental class. STAD is one of the most basic cooperative methods, and it is a great beginning to start for teachers. Richard and Renandya (2002) STAD assists in better learning by providing benefits such as an increased desire for studying, a more comfortable setting, more negotiation of meaning, and a higher amount of intelligible input. STAD students are assigned to a learning team of four to five persons who are mixed in terms of their level of achievement, gender, and tribe. The teacher explains the lessons, after that the students doing task in teams, in order for ensure that each participant has learned what was being taught, then, all students are given exams on material, and they are not permitted to help each other during the tests.

Moreover, conventional method that conducted in control class is the process of implementing learning accompanied by verbal explanations. This was one of the traditional methods that many teachers still use to teach in school. According to Sobirova & Karimova (2021), the conventional method has the limitation; students become passive participants as a result of the teacher's presence in the center of the class, strict teacher guidance does not excite all students, no circumstances exist for individual study and there is no chance to make the students think creatively

The usage of STAD has been effective in motivating students in groups so that they can assist one another in comprehending the content that is provided. Besides, the application of STAD may increase students' awareness of their learning, making it more helpful and enjoyable, making students take an active role in the learning process, and encouraging students to think positively about the content that is provided. The effectiveness of STAD is in line with the theory stated by Slavin (1995), that the effects of STAD has always been advantageous in all topics. The use of STAD method is better than conventional method it was proved by the average score in the experimental class, which was initially taught using the STAD approach,

was 72,29, but the average score in the control class, which was initially taught using the conventional method, was 63,81. The result was similar with the previous research done by Suryani and Azlim (2018). They found that STAD was improve the students' writing ability because the average score of experimental class was higher than the control class.

From all statements before it clearly that the hypotheses in this research was accepted if there any significant influence of using STAD towards Students' writing ability in writing recount text at the eighth grade of SMPN 21 Bandar Lampung in 2022/2023 and also the average score of students' writing ability in recount text which was taught through STAD was higher than taught through conventional method at the eighth grade of SMPN 21 Bandar Lampung in 2022/2023.

Conclusion

According to the outcomes of the data calculation through the t_{test} formula, it can conclude that there was any significant influence of using STAD method towards Students' writing ability in writing recount text at the eighth grade of SMPN 21 Bandar Lampung in 2022/2023. It was got t_{test} = 3, 79 and t_{table} = 2,00 with the significance 5% (0,05) and t_{table} =2,66 with the significance 1% (0,01). It means that $t_{test} > t_{table}$. So, Ha was accepted. Moreover, the researchers also found that the average score of students' writing ability in recount text which was taught through STAD method was higher than taught through conventional method at the eighth grade of SMPN 21 Bandar Lampung in 2022/2023. The average score from the experimental class was 72,29 and from the control class was 63,81. As a result, STAD method may be utilized in teaching English, especially in teaching writing.

Furthermore, this research concentrated just on the improvement of students' writing ability in recount text. The researchers advise to the future researchers could be investigate the STAD method on various types of content, different English skills or components and on students of varying level.

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