DEVELOPING WRITING ACHIEVEMENT BY USING STUDENT TEAMS ACHIEVEMENT DIVISION

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Abstract: *The aim of this study is to investigate the effect of student's writing ability by usimg Student Teams Achievement Division. The design is quasi-experimental time series design. The subject of the research consist of 30 students, all the participants are female. Then the researcher used writing test and observation sheet to obtain the data. Firstly, in order to find out whether there is a significant effect of STAD related to student's ability in writing before and after giving STAD. Secondly, to find out which topic of writing is mostly influenced by using STAD. And thirdly, to find out how STAD is implemented in teaching writing. The researcher analyzed the data by using descriptive statistic namely one way anova and also observation sheets. The result shows that Student Team Achievement Division (STAD) can increase students writing ability based on the result score in descriptive writing.*

Keywords: STAD, teaching, writing.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui pengaruh kemampuan menulis siswa dengan menggunakan STAD. Desain penelitian ini adalah quasi experimental time series. Subyek penelitian terdiri dari 30 siswa yang berjenis kelamin perempuan. Peneliti menggunakan tes tertulis dan lembar observasi untuk memperoleh data. Pertama, untuk menemukan apakah ada efek yang signifikan pada STAD yang berhubungan dengan kemampuan siswa dalam menulis pada saat sebelum dan sesudah di berikan STAD. Kedua, untuk menemukan topik yang paling berpengaruh dalam menulis siswa dengan menggunakan STAD. Ketiga, untuk mengetahui bagaimanakah STAD diterapkan dalam pembelajaran menulis. Penulis menganalisa data dengan menggunakan deskriptif statistik yaitu ONE WAY ANOVA dan lembar observasi. Hasilnya menunjukkan bahwa STAD dapat meningkatkan kemampuan menulis siswa berdasarkan hasil menulis siswa.

Kata kunci: *Mengajar, menulis, STAD.*

INTRODUCTION

Writing is a means of communicating ideas and informations. It is a very special form of communication. When students do writing, they have more time to think than they do in speaking activities. Moreover, some students use dictionary or other sources to help them to compose the text. By writing they can convey many infomations to the reader. If students do not have any bravery to directly convey those information, it can be entirely written by organizing it. Harmer (2004: 31) stated that writing encouraged learners to focus on accurate-language use and it may well provoke language development as they resolve problems which the writing puts into their mind.

A good writing reflects an expanded knowledge of the students. So, a good student has to improve his/her quality of writing and it can be improved by more reading. Writing is closely related to reading. Actually, what they write is the manifestation of what they have read. When the students read many contexts variously, the writing produces by the writer will be various, as well. An advanced reading text will guide the students to produce advanced writing. On the other hand, the students can not produce an advanced writing when he/she just read an elementary (basic level) reading text. The more the students read, the better writing can be produced.

Writing skill is often assumed as the most difficult language skill which is compared to other language skills because it requires a higher level of productive skill control than the others. This statement ''Writing skill also requires careful planning and revision if the writer wants to produce a better writing'' refers to Harmer's suggestions (2004: 3) about the process of writing. He suggested that, at least, the writer has to consider four steps in writing. Those steps are planning, drafting, editing and final draft or final version. In this case, the teacher has to be able to motivate the students not to worry about this. The most important factor is that they have to try to practice writing.

It is not easy for the teachers to make their students become good writers. Some teachers in Mts Darul A'mal face some problems when they have to teach writing. The biggest problem is students do not know what they have to write. It happens because they do not have any idea to write because their grammar and vocabulary is not good. So, they are not confident to use their own language. The students feel that teaching learning process are monotonous and uninteresting. This condition makes the students get bored. The problems is also caused by the way teacher's teaching. The teacher should make the students feel motivated while they are learning. It is important because if they have high motivation, it will be easy for the students to reach the goal of learning.

Based on those reasons, it is clearly seen that writing becomes one of the difficult skill to be mastered by the students. To overcome the student's problems in learning writing, teacher should be able to choose an appropriate cooperative learning to

be used to teach particular material. One of the effective ways of teaching where the students have to work in group and share their knowledge, one of the effective forms of cooperative learning is Student Team Achievement Divisions (STAD). According to Slavin (1995: 5), STAD emphasizes the use of team goal and team success.

In order to narrow the aspects that are investigated, the writer formulates this research into three:
1. Is there any significant effect of STAD in student's writing ability?
2. Which topic of writing is mostly influenced by using STAD ?
3. How is the implementation of STAD in teaching writing ?

The objectives of the research to find out whether there is a significant effect of STAD related to student's writing ability, to find out which topic of writing is mostly influenced by using STAD, to find out how STAD is implemented in teaching writing.

The researcher analyzed the data by using paired sample t-test to answer the first and second research questions in order to see the significant effect of STAD on student's writing, and to see the most influenced topic. The researcher used observation sheet to the teacher and the students to answer the third research question in order to know the implementation of STAD in teaching writing.

METHODS

In conducting this research, the researcher used Quasi experimental times series design to explain that the use of STAD can develop student's writing ability of grade VIII MTs Darul A'mal Metro. In doing this research, there are some procedures that have been done, preparing STAD, conducting the series of pre tests, threatments and post tests three times in three meetings to ensure the reliability of the instrument, preparing sheets for classroom observation (to know the situation of teaching writing by using STAD), and analyzing the data.

In collecting the data, the writer used writing test, the reseacher gave pre and post-test in the form of writing. The test topic has been given based on the teacher's classroom material. The result of both tests was compared to find significant difference of writing and also the student's skill ability. Then observation sheet, the researcher distributed an observation sheets in order to know the process of STAD in teaching writing. In order to answer the first and second research questions, the reseacher used paired sample t-test to see the significant effect of STAD on student's writing, and to see the most influenced topic.

The researcher analyzed the student's writing from five aspects in writing to fulfill construct validity based on Cohen's theory which consist of five components of the text, they are:
1. Content
2. Organization
3. Vocabulary
4. Language
5. Mechanics

The reliability of the instruments used was inter-rater reliability. The first rater was one of English teacher in Mts Darul A'mal Metro and the second rater was the researcher itself. The data from the rater was analyzed by using Cohen's Kappa formula. The value of Kappa for score from rater 1 and rater 2 is very high (kappa= 0.953) this indicates that there is very high reliability between rater 1 and rater 2.

RESULTS AND DISCUSSIONS

The purpose of this research is to find out whether there is a significant effect of STAD in student's writing ability, to find out which topic of writing in STAD will mostly influenced and to know how to implementation STAD in teaching writing, and to know how to implement STAD in student's writing.

First of all, the researcher gave the pre test to the students. The form of the pre test was writing test. It was done in order to see the student's ability in writing before giving the treatment. The result of student's writing can be seen in the appendix. The researcher conducted the pre test for three times in this research. The reason why the pre test was done three times because in every topic had different topic so by giving three the pre test hopefully the result of the test would be suitable for the test given.

In the next meeting the reseacher choose subject of the research. The researcher decided subject of the research based on the level of students. It meant that the subject was heterogenous. By choosing the level of students, they were expected to take up responsibility for other members in their group as well as themselves.

After choosing the subject then the researcher conducted treatments. The treatments conducted in three times. In each treatment the researcher taught the students by using different descriptive material. In the first treatment the researcher taught by using material with describing animal as the topic . At the end of each treatment the researher gave writing test to the students. They were asked to do the test in group and then they were also asked to do the task in individual. The group and individual score would be mixed and then the biggest score of the team would get a reward. Next, the researcher gave the post test to the student. The form of the post test was similar as the pre test.

Before giving the second treatment, the researcher gave the pre test to the students. In the second treatment the researcher taught the students by using material with describing person as the topic. Same as in the first treatment where there was a writing test in the end of the treatment then in the second treatment the researcher also gave writing test in a group and individual. Then the researcher gave the post test which has similar form as in the pre test.

Before giving the last treatment, the researcher conducted the pre test to the students. The form of the pre test was writing test. Then the researcher conducted the last treatment. In the last treatment the researcher taught the students by using material with describing place as the topic. Then, the researcher asked the student to do

writing test in their group and individual. After that, the researcher gave the post test which has similar form as the pre test. In giving score the researcher used interator. The first rator was the researcher self and the second rator was one of the english teacher of MTS DA.

Based on the explanation of STAD where the highest score would get the reward, so, from the result of the test in every treatment by different topic it would be able to be seen the final score. At the end of treatment the researcher gave post-test in order to measure whether there was an increasing student's writing descriptive text after being taught by using STAD.

In order to answer the first research question whether there is a significant effect of STAD in student's writing ability, first of all, the researcher analyzed the student's pre test of descriptive writing from all of topic. The result below:

Table 2. The Descriptive Statistics of Student's Writing Pre Test Based on Topic

	N	Mini mum	Maxi mum	Mea n	Std. Deviatio n
pretesani mal	30	49.00	97.00	73.6 667	10.0527 3
pretespe rson	30	45.00	69.00	51.5 333	5.28324
pretespla ce	30	56.00	84.00	68.3 667	9.27913
Valid N (listwise)	30				

From the table above it can be seen that the minimum score in the total pre test from all of the topic is 54.33, the maximum score from all of the topic is 76.00, the mean score is 64.5222 and standard deviation is 5.05653. It means that there is an improvement in the student's pre test scores from all of the topic.

In order to answer the second research question about which topic of writing in STAD will mostly influenced in student's writing, first of all, the researcher analyzed the descriptive writing of student's pre test from all of topic. The result below:

Table 1. The Descriptive Statistics of Student's Pre Test of Writing

	N	Mini mum	Maxi mum	Mea n	Std. Deviatio n
totalprete s	30	54.33	76.00	64.5 222	5.05653
Valid N (listwise)	30				

Based on the table above it can be seen that the minimum score of animal topic is 49.00 while the maximum topic is 97.00. The mean score is 73.6667. And the SD is 10.05273. Then the minimum score of person topic is 45.00. While the maximum score of person topic is 69.00. The mean score is 51.5333. And the SD is 5.28324. While the minimum score of place topic is 56.00, the maximum score is 84.00. The mean score is 68.3667. And the SD is 9.27913. It means that the influenced topic from animal, person and place topics are the animal topic.

The highest score of animal topic is 97.00.

In order to answer the third research question, the researcher did an observation to the teacher and also to the students by giving them an observation sheet by giving checklist to appropriate answer according to them. To fulfil the construct validity of the observation sheet then the researcher adapted observation sheet from Shaaban and Ghaith (2005) which implemented one procedure of STAD and five procedures with few modifications. The result below:

Table 3. The Teacher's Observation

No	Activities	Yes	No
1	The teacher prepares the material: (a) A teaching point about lesson that will be taught by the teacher (b) Worksheets: one copy per students' group (c) A quiz: one copy for each student (d) Team recognition form	√	
2	The teacher forms students group from heterogeneous which consist 4 or 5 members	√	
3	- The teacher assigns a role for each member of the groups. The following roles may be considered: a. teacher tell to the students that they should help their group member in any dificulties and they can not work together in an individual work. b. teacher gives the time to the students in finishing their work . - The teacher gives students an individual quiz and the member of the groups can not work together and ask their friends to answer the questions.	√ √ √ √	
4	The teacher corrects student's quizzes using an answer	√	

		√	
	key to determine their improvement point according to the guidelines adapted by Slavin (1995).		
5	The teacher recognizes the achievement of the students using the team recognition forms and determines team awards based on the criteria.	√	

From the result of the first research question, it could be concluded that from the three materials STAD had significant effect on every topic. From the result of statistical analysis showed that from three times of student's descriptive writing, the significant value of each topic was .000. From that score it meant that every topic had significant tail, so it could be concluded that STAD had significant effect in student's writing. It could happened because STAD motivated the students to improve their writing skill. The students could learn valuable new study habits from the other group members. Students could ask and answer among their friends under teacher's guidance. The students shared their knowledge about writing text and also gave some feedback about the members' writing. The students felt that they become closer to their classmates, especially their team members. In addition, they also said that they learnt to appreciate or respect others' opinion through this technique. Working in a group asked them to

participate more in the team. This could help the students to understand the material well, and in the end the students could write a good descriptive text. Johnson and Johnson (1994: 21) stated that work collaboratively tends to increase their motivation to learn and to encourage each other to achieve.

From the result of the second research question it could be found that animal topic was the most influenced topic on student's writing by using STAD. Since the result of statistical analysis shows that from three times of student's descriptive writing, the writing with animal topic has the highest score among the other topic of descriptive writing. Where the score is 102.00. It could happen because the students looked familiar with animal topic which were around them so they had many vocabularies in their mind before writing.

The result of this finding support the previous research by Winch (2005: 56) as cited from the research of Iradatul Hasanah at all stated that descriptive text was a text that describes about particular thing such as a scenes, an animals, persons, something that happen in nature. In this text, the writer described about animal. This text also can make the reader easy to imagine what the writer's feeling by giving some information in detail. They can make physical appearance of someone, characteristic of animal or shape of an object. This text can help the students to increase their writing achievement by describing about factual thing that they have seen or felt.

From the result of third research question, it could be seen that in

increasing students ability in writing text, teacher should implemented STAD in teaching writing. In implemented STAD, teacher should know the characteristic of their students before teaching by using STAD. It was done in order to avoid silent discussion. Beside that, teacher should explain clearly the material in order to help the students easy to do their work. The students would be more enthusiasm when the teacher announce their score. In conclusion, the students would be more understand when teacher implementing STAD in teaching writing. STAD is better and easier ways forteacher teach the student in the group because in the group the student more active and they can share their knowledge each other in solving the problems. The students felt motivated and interested in teaching learning process. And also Johnson and Johnson (1994: 21) stated that work collaboratively tends to increase their motivation to learn and to encourage each other to achieve.

Interaction among students on learning tasks will lead to the improvement of student's achievement. Since the observation was also given by the students then the result also can be seen from the student's perspective.

In the process of the implementation of STAD in writing for the teacher also for the students, the researcher distribute observation sheets to them. They have to fill that observation sheets by using checklist in order to kow how the activity of the teacher and also the students based on the STAD steps. From those observation sheets the researcher will know the answer of the research question number three.

In the process of writing by using STAD, students did some regulations based on the teacher's order. In part of class presentation, students tried to comprehend teacher's explanation and tried to respond by asking a question related to the material given by the teacher. Then, in part of team, the students did the task from the teacher in group which consisted of five students with heterogenous ability. If the students did not understand the task well, the students may ask to their member of their group. In quizzes, the students tried to finish an individual test. The students could not ask to other students. After students finished their individual task, the students submitted their work (individual and grouping task) to the teacher in order to get the score. And finally, after students knew their score, students deserve to get a reward for the students who get the highest score. It was done in order to give motivation to the students in learning english then, directly their score also can be improved.

It is in line with Team reward is one component of STAD. After quiz, the teacher should figure individual improvement scores, team scores and award certificates or other rewards to-high scoring teams. If possible, the teacher should announce team scores in the first period after the quiz, to increase their motivation to do their best. The team reward would make the students motivated. Ur (2007: 279) states group contest end on the whole to get better results than individual ones, in my experience. They are more enjoyable, less tense

and equally motivating. The result of this finding support the previous research by Tiantong and Teemuangsai (2013) where pretest score is found to be significantly and difference with the post test after the teachers gives the students by using STAD. It can be said that STAD is effective method of learning.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings discussed in the previous chapter, it is concluded that:

1. STAD gave significant effect in each different topic on students's writing. The significant effect can be seen from the mean score of student's pre test and post test of writing. The students will learn easier and get better understanding when they are taught by using STAD.

2. Animal topic is the most influenced topic in student's writing. The student's writing score was high when they were taught writing by using STAD. Animal topic is easy because most of the vocabularies are usual for them.

3. By implementing STAD in teaching writing, the students understand the material and the students are confident in finishing their work even in group or individual.

Based on the result of the research and the conclusion stated previously, the researcher would like to propose some suggestion as follows:

1. It is better for the English teacher should be able to choose an appropriate cooperative learning to be used in teaching particular material. One of the effective ways of teaching where the students have to work in group and share their knowledge, that there is significant effect of students's writing when they taught by using STAD. It is suggested for English teacher to apply STAD in their witing.

2. It is better for further researcher to give some topics or materials which is close to the student's surroundings in order to make the students easier in making a piece of writing descriptive text.

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