

The Effectiveness of Learning to Write Poetry with The Student Team Achievement Division (STAD) Model

Lysa Amorita Rachmawati^{1✉}, Teguh Supriyanto² & Mukh Doyin²

¹ Public Elementary School 1 Jumo, Grobogan, Jawa Tengah, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
September 2018
Accepted:
October 2018
Published:
December 2019

Keywords:

learning activity,
poetry writing,
STAD

DOI

<https://doi.org/10.15294/jpe.v8i2.26612>

Abstract

Various problems in learning to write poetry are factors that trigger the low ability to write poetry for fifth grade students of SD Negeri in Kedungjati District. Problems experienced by students in learning to write poetry include teacher explanations that tend to be boring, motivation, difficult to express ideas, and the most problematic problems for students are learning models that tend to be monotonous. Effective learning models become one of the important factors for teachers or students in improving students' ability to write the poem. One learning model that can improve students' writing skills is Student Team Achievement Divisions (STAD) learning model, because the STAD model can collaborate several language skills, and requires students to work together in groups. The purpose of this research was to determine the effectiveness of learning to write poetry with the STAD model. This research uses a quasi-experimental method. The subject of this research was the fifth grade students of elementary school in Kedungjati Subdistrict 2017/2018 Academic Year. Data collection uses tests and non-tests. Data analysis techniques using t test with the help of SPSS program. The results of learning to write poetry between before and after being given learning to write poetry with the STAD model with the acquisition of t count = 7.848 with sig < 0.05. The results of this research indicate that learning to write poetry with the STAD model can effectively improve students' poetry writing skills.

© 2019 Universitas Negeri Semarang

✉ Correspondence address:

Dawung RT.03/RW.02 Jumo, Kedungjati, Grobogan,
Jawa Tengah, 58167
E-mail: lysaamoritaa@gmail.com

[p-ISSN 2252-6404](#)

[e-ISSN 2502-4515](#)

INTRODUCTION

Basically writing skills are needed in real life. Although it looks easy, but in reality not everyone can write (Satinem & Juwanti, 2018). For example writing for various kinds of writing, both fiction and nonfiction or scientific and non-scientific writing (Azizah, 2015). Writing is a productive process that involves a lot of cognitive, affective, and good planning skills (Erdogan, 2017). Writing is one of the four language competencies that students must possess. Language competence that students must have is listening, speaking, reading, and writing. Primary school is one place that plays an important role in acquiring student writing skills (Sulak, 2018).

In elementary school learning, one of the lessons learned in Indonesian language is the appreciation of poetry and the expression of poetry. Poetry appreciation activities include the competence to describe the contents of poetry and explain the contents of poetry, while poetry expressions are carried out in two ways, namely oral expression and written expression. Oral expressions in the form of reciting poetry, reading poetry, and imitating poetry reading, while written expressions are in the form of copying poetry, completing poetry, making rhymes, writing free poetry, and paraphrasing poetry (Doyin, 2014). Poetry as one type of literature is one of learning material in the classroom from elementary to high school. Poetry writing skills are rarely touched in learning, so there are still many students who have not been able to convey their thoughts or messages in writing (Rohmiyatun, Winarni & Rintayanti, 2017). Through poetry writing students are trained to organize ideas, ideas, opinions, or responses, in writing, which is considered by students to be more difficult than reading poetry (Syarifuddin, 2016).

In learning to write poetry, an innovative, interesting and varied learning model is needed to increase student interest (Supriyanto, 2009). The learning model chosen by the teacher is expected to lead students to master various language competencies, especially writing skills. Students need models and techniques to improve writing

skills (Cole & Feng, 2015). Teachers should have begun to transform from conventional learning models to cooperative learning (Matthew & Kenneth, 2013). Learning model is applied to the lesson plan (Elvina, Subyantoro & Haryadi, 2015)

Based on the grade V data in SD Negeri in Kedungjati Subdistrict, the completeness of the learning outcomes of writing poetry in class V of the 2016/2017 school year was only 50% even though the minimum completeness was at least 85%. In this case an innovative and creative learning approach is needed, so that the learning process can take place actively, effectively, and fun. In previous studies, learning to write poetry can be improved by various learning models. Some of these studies were conducted by Weinstein (2010), Kasbiyono (2013), Putri et.al (2017), Dewi (2017), Prasasti, Suminar, & Putri (2015), Van Wyk (2012), and Aniyah (2013). Based on existing research, learning to write poetry can be improved through a sinectic learning model, polling model, cooperative model, TTW model, and STAD model. Therefore, researchers assume that the STAD model can also be used to improve the ability to write poetry of fifth grade students of SD Negeri in Kedungjati District.

Poetry is a form of literary work that uses words that are beautiful and rich in meaning (Kosasih, 2012). Poetry is a poetic work of art. Poetic literary work is when it evokes feelings, attracts attention, raises clear responses, and can generally cause renewal (Pradopo, 2014).

Writing is a whole series of one's activities in order to express ideas and convey them through written language to others so that they are easy to understand (Nurudin, 2010). Writing is a language skill that is used indirectly by paying attention to aspects of written language mastery, the contents of writing to be written, and types of writing (Doyin & Wagiran, 2010).

The ability to write poetry is the ability to assemble an idea with beautiful words based on several indicators of ability, namely the unity of themes, choice of words, characters, and typography.

STAD learning becomes one of the learning models that can improve students' poetry writing skills because in the STAD learning stages students are required to discuss and work together with their group friends. This will increase the ability to think and also motivate students, which in turn will improve students' ability to write poetry.

Based on the identification of the problem, this research aims to explain the effectiveness of learning to write poetry with the STAD (Student Team Achievement Divisions) model for fifth grade students of SD Negeri in Kedungjati District.

METHODS

The research design used in this research is a quasi-experimental design. Before being treated, each group was given a pretest in order to find out the initial state of homogeneity and normality of the sample, then the experimental group was treated using the STAD learning model which was then given a posttest. This research uses a quantitative approach to obtain an overview of students' poetry writing skills.

The population of this research is the fifth grade elementary school students in the 2017/2018 school year in Kedungjati District. The subjects of this research were the fifth grade students of SD Negeri 2 Jumo in the academic year 2017/2018. Data collection techniques in this research were using test and non-test techniques. This research provides learning with the STAD model three times, with one meeting two hours of learning which is 70 minutes. This research instrument uses several RPPs that have been modified with the STAD learning model.

Assessment of poetry writing is classified into 4 aspects of assessment, namely unity of theme, choice of words, images, and typography. Each aspect is assessed based on the criteria of rating with a very good category with a score of 4, both with a score of 3, enough with a score of 2, and less with score 1.

The technique used to test for normality is the analysis of One Sample Kolmogorov-Smirnov Test using SPSS. Homogeneity test is carried out

to obtain the assumption that the research sample starts from the same or homogeneous conditions, which in turn determines the t statistics that will be used in testing the hypothesis.

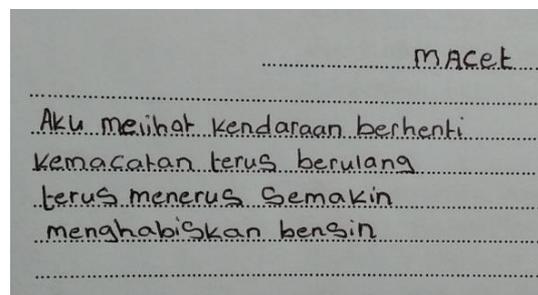
The data examined in this research used the descriptive method by comparing the ability to write poetry before being given treatment with the ability to write poetry after being treated. Descriptive analysis is a statistic that is used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the public or generalization (Sugiyono, 2010). Descriptive statics analysis with the help of SPSS program analysis in descriptive data analysis. Hypothesis testing used to analyze this research is using t test with the help of SPSS program.

RESULTS AND DISCUSSION

General description of the results of learning to write poetry for fifth grade students of SD Kedungjati District before and after being given the learning to write poetry with the STAD model in the experimental group as presented in Table 1.

Tabel 1. General Description of Poetry Writing Learning Results with STAD

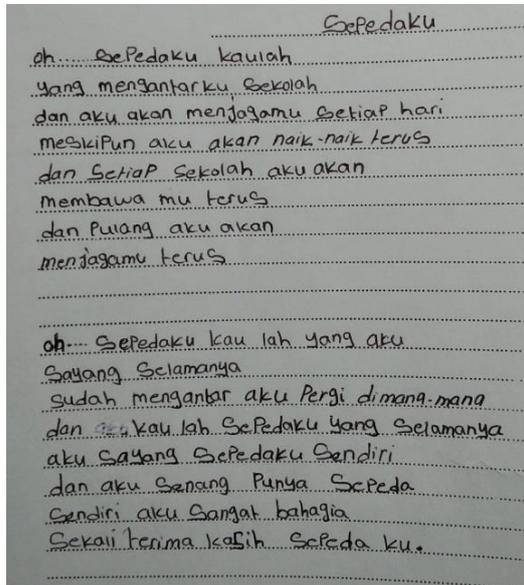
	Pre-test	Post-test
N	29	29
Mean	49.52	71.07
Std. deviation	10.52	12.38
Minimum	28.00	27.00
Maximum	68.00	88.00



Picture 1. Pre-test

Picture 1 shows the results of writing students' poems before being given the STAD model. The ability to write poetry for students has not been too in line with the theme, the

words used in poetry are still limited, the images expressed in poetry are not appropriate, the typography is still poor.



Picture 2. Post-test

After carrying out the stages of the STAD learning model, the posttest results can be seen in figure 2. In figure 2 shows students have been able to develop the theme of poetry into a suitable poem, the choice of words has begun to vary, images of poetry have also been able to strengthen and clarify poetry.

The results of normality testing of research data, using the help of SPSS program with the analysis of One Sample Kolmogrov-Smirnov test. pre-test and post-test data are normally distributed because more than 0.05.

Difference test of two groups average experiment between pretest data and posttest data was conducted to find out whether there were differences in learning outcomes of poetry writing between before and after being given learning to write poetry with the STAD model in fifth grade students of Kedungjati District. The results of the two average difference test calculations using paired sample t-test test statistics are presented in Table 2.

Tabel 2. Result of t-test

Means		t _{value}	Sig	Criteria
Pre-test	Post-test			
47.50	78.35	7.84	0.00	Different

Based on the results of the calculation of the t-test obtained the value of $t_{\text{value}} = 7.848$ with $\text{sig} = 0.000$ so H_1 is accepted, it can be concluded that there are differences in the results of learning to write poetry between before and after being given learning to write poetry with the STAD model, in other words there is the influence of learning to write poetry with the STAD model towards the results of learning to write poetry for fifth grade students of SD Kedungjati District.

General description of the implementation stages in the research using the STAD model, will be explained in table 3.

The interesting thing about the STAD type cooperative method is the existence of cooperative skills, such as requiring collaboration to achieve a common goal and being able to coordinate its efforts to solve problems, while at the same time fostering mutual respect between one another.

After being given the STAD learning model in learning to write poetry, fifth grade elementary school students in Kedungjati Subdistrict were more cooperative. Students who had difficulty writing poetry tended to actively ask questions from their group friends and hold small discussions in each of the learning sessions. Students who have difficulty determining the theme are given input by other group friends, also students who have difficulty starting writing and limited vocabulary also ask for help from their group mates to be given ideas in writing the poetry. STAD learning bridges students in gaining knowledge and maximizing skills in writing poetry.

STAD type cooperative learning provide students who have high and low achievement to get equal benefits. Low-achieving students get special help from peers, so that students can feel helped in understanding the material. High-achieving students will become tutors for low-achieving students and without realizing it they have trained their creative thinking skills. Learning to write poetry with the STAD model is proven to develop students' knowledge and skills. Therefore, the STAD learning model is effective in improving the results of learning to write poetry.

Tabel 3. Stage of Implementation of the STAD Model

Stage of STAD	Teacher activity	Student activity
Delivering goals and motivating students	The teacher conveys the learning objectives to be implemented. The teacher also provides motivation to students to improve students' enthusiasm in carrying out the learning process. At this stage students are given high motivation so that the implementation of learning to write poetry students have high enthusiasm. STAD learning is a learning model that can increase students' motivation in learning by exchanging and sharing information, mutually reinforcing, giving feedback and having responsibility in carrying out a task in the group.	Students pay attention and listen to the delivery of learning objectives in the learning. This activity aims to foster learning motivation in students.
Presenting/delivering information	The teacher conveys information about the material about the nature of poetry, elements of poetry, and steps to learn to write poetry. At this stage, students can receive information clearly about poetry, where it will support students to improve the ability to write poetry.	Students look at the information given by the teacher regarding the nature of poetry, elements of poetry, and the steps of learning in writing poetry.
Organizing students in study groups	The teacher leads students in forming groups consisting of 4-5 heterogeneous students. The teacher gives a certain poem entitled. Grouping students at this stage will be useful to provide heterogeneous students blend into one, work together, and will facilitate classroom management for teachers in carrying out learning.	Students form groups of 4-5 students. Each group consists of students who have different abilities. The aim is when experiencing difficulties there are students who understand better who can answer and explain in the group.
Guiding groups to work and study	The teacher guides students to conduct group discussions. After that the teacher and students discuss the results of student group discussions. This stage increases students to think critically to discuss and ask questions. The ability to write poetry will develop if each other students can correct each other and give an assessment or just input to their group friends.	Students discuss to identify certain theme poetry elements that have been given by the teacher. Students together with the teacher discuss the results of discussions about certain themes of poetry.
Individual learning activities	The teacher determines a particular theme that students will compile into a poem. This stage students are given the opportunity to write a poem with a certain theme boundaries so that students can begin to limit the theme of poetry writing, and students can adjust the content and theme of the poetry he wrote.	Students compile a poem individually based on the theme determined by the teacher
Evaluasi	The teacher provides an evaluation of the learning process that has been carried out. This evaluation provides feedback and appreciation to students who have carried out the learning and can write poetry well. This will bring up the students' enthusiasm when they will learn to write poetry at the next meeting.	Students revise the poem that has been made, and then given to the teacher to be evaluated further.

The results of this research are in accordance with the research conducted by Yuwanita, Fuadi & Hastuti (2016) who examined the effect of STAD (Student Team Achievement Divisions) models on improving the learning outcomes of poetry writing, in his research results Yuwanita concluded that STAD learning models can increase student activity in follow the learning to write poetry and improve the quality of student outcomes in writing poetry. Therefore the STAD learning model has proven effective in improving students' poetry writing skills.

CONCLUSION

Based on the results of the research, data analysis and discussion found that learning to write poetry with the STAD model can improve the learning outcomes of poetry writing for fifth grade students of Kedungjati District.

REFERENCES

- Aniyah, N. R. (2013). Penggunaan Metode STAD sebagai Upaya Peningkatan Pembelajaran Menulis Geguritan Siswa Kelas IX A SMP Negeri 2 Kroya Cilacap. *ADITYA - Pendidikan Bahasa dan Sastra Jawa*, 3(2), 40-45. Retrieved from <http://ejournal.umpwr.ac.id/index.php/aditya/article/view/759>
- Azizah, A. (2015). Pembelajaran Menulis Puisi dengan Memanfaatkan Teknik *Brainwriting* pada Peserta Didik SD/MI Kelas V. *Jurnal Ilmiah Pendidikan Dasar*, 2(2), 136-140. Retrieved from <http://jurnal.unissula.ac.id/index.php/pendas/article/view/735>
- Dewi, S. M. (2017). Pengaruh Media Gambar terhadap Kemampuan Menulis Puisi Siswa. *Jurnal Sekolah Dasar*, 2(1), 1-8. Retrieved from <http://journal.ubpkarawang.ac.id/index.php/PGSD/article/view/194>
- Doyin, M., & Wagiran. (2010). *Bahasa Indonesia, Pengantar Penulis Karya Ilmiah*. Semarang: UNNES Press.

- Doyin, M. (2014). Pengembangan Materi Ajar Puisi di SD. *Lingua Jurnal Bahasa dan Sastra*, 10(1), 69-79. Retrieved from <https://journal.unnes.ac.id/nju/index.php/lingua/article/view/2981>
- Elvina, Subyantoro & Haryadi. (2015). Perbedaan Peningkatan Keterampilan Menulis Puisi dengan Model Sinektik dan Project Based Learning Berdasarkan Tipe Kepribadian Peserta Didik Kelas V Sekolah Dasar. *Journal of Primary Education*. 4(2), 112-116. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/10253>
- Erdogan, O. (2017). The Effect of Cooperative Writing Activities on Writing Anxieties of Prospective Primary School Teachers. *International Journal of Research in Education and Science*, 3(2), 560-570. Retrieved from <https://www.ijres.net/index.php/ijres/article/view/208>
- Kasbiyono. (2013). Pengembangan Teknik *Think Talk Write* (TTW) dalam Pembelajaran Menulis Puisi yang Bermuatan Kearifan Lokal pada Peserta Didik Kelas VII SMP. *Thesis*. Semarang: Pascasarjana Universitas Negeri Semarang.
- Kosasih, E. (2012). *Dasar-Dasar Keterampilan Bersastra*. Bandung: Rama Widya
- Matthew, B. M., & Kenneth. I. O. (2013). A Study on The Effects of Guided Inquiry Teaching Method on Students Achievement in Logic. *International Researchers*, 2(1), 133-140. Retrieved from <http://iresearcher.org/133-140%20bakke%20m.matthew%20gambia.pdf>
- Nurudin. (2010). *Dasar-dasar Penulisan*. Malang: Penerbitan Universitas Muhammadiyah Malang
- Pradopo, R. D. (2014). *Pengkajian Puisi*. Yogyakarta: Gadjah Mada University Press
- Prasasti, R., Suminar, Putri, G. (2015). The Effectiveness of TTW (Think Talk Write) Strategy in Teaching Writing Descriptive Text. *Journal of English Education and Learning*, 2(2), 299-304. Retrieved from <http://www.fkip.unswagati.ac.id/ejournal/index.php/perspective/article/view/148>
- Putri. (2017). Penerapan Model Think Talk Write (TTW) dengan Media Visual dalam Peningkatan Keterampilan Menulis Puisi pada Siswa Kelas V SDN Kedungkamal Tahun Ajaran 2016/2017. *Kalam Cendekia*, 5(21), 162-166. Retrieved from <http://jurnal.fkip.uns.ac.id/index.php/pgsdkebumen/article/view/10112>
- Rohmiyatun, W., & Rintayanti. (2017). Penerapan Pembelajaran Aktif *Card Sort* untuk Meningkatkan Keterampilan Menulis Puisi pada Siswa Sekolah Dasar. *Didaktika Dwija Indria*, 5(2), 1-4. Retrieved from <http://jurnal.fkip.uns.ac.id/index.php/pgsdsoilo/article/view/10304>
- Satinem, & Juwarti. (2018). Development of Teaching Materials of Poetry Writing Using Pictures for the Elementary Students. *Advances in Language and Literary Studies*, 9(3), 1-9. Retrieved from <http://www.journals.aiac.org.au/index.php/ajls/article/view/4508>
- Sugiyono. (2013). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sulak, S. E. (2018). Investigation of Writing Habits of Primary School Teachers. *International Electronic Journal of Elementary Education*, 10(4), 497-504. Retrieved from <https://www.iejee.com/index.php/IEJEE/article/view/423>
- Supriyanto, T. (2009). *Penelitian Statistika dalam Prosa*. Jakarta: Pusat Bahasa.
- Syarifuddin. (2016). Mengajarkan Membaca dan Menulis Puisi di Sekolah Dasar. *Jurnal Ilmiah Guru Caraka Olah Pikir Edukatif*, 20(1), 31-40. Retrieved from <https://journal.uny.ac.id/index.php/cope/article/view/10791>
- Wyk, Micheal M van. (2012). The Effects of the STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Economics Education. *Journal of Social Sciences*, 33(2), 261-270. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/09718923.2012.11893104>
- Yuwanita, Fuadi, & Hastuti. (2016). Model Pembelajaran Student Teams Achievement Divisions untuk Meningkatkan Keaktifan dan Keterampilan Menulis Puisi Siswa Sekolah Menengah Pertama. *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya*, 4(1), 154-167. Retrieved from http://jurnal.fkip.uns.ac.id/index.php/bhs_indonesia/article/view/9980