

## Implementing STAD To Improve Students' Ability Of STIKOM Tunas Bangsa In Writing Narrative Text

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### Abstract

This research was conducted to increase students' writing ability, especially in writing a narrative text. The technique that use here was Students Team Achievement Divison (STAD). It is one technique from Cooperative learning. The researcher conducted this research to find out about Students Team Achievement Divison (STAD) Technique in increasing the students' writing skill and to analyze the classroom situation when the Students Team Achievement Division (STAD) Technique is implemented in writing class. The population of the research was the first semester students STIKOM Tunas Bangsa Pematang Siantar. The researcher did Action Class reseach to get the result. This research composed for two or more cycles. It observed to identify all facts including the success. If it failure, it will be evaluated. It shows that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success. After the implementation of Students Team Achievement Division (STAD) Technique in every cycle, the students' writing score were getting better. The result of student' can be seen from the result of students' average score by their writing. The first Cycle, the average of students' score was 45.59 and the second Cycle was 77.18. After the implementation the students get better score. It can be beconcluded that Students Team Achievement Division (STAD) Technique can increase their ability in writing narrative text.

### INTRODUCTION

Education is very important to push a country to the next century. The quality of education in a country also need realized, so the country will be better. (Tiantong & Teemuangsai, 2013). The teacher must be attractive to teach the students. A Good teaching and learning of a teacher needs to be able to draw more students' attention. The teacher can also serve different groups of students. Beside of that the teacher also emphasizes more on skill practice, thinking process and also situational management. The teacher must be able to do it. Beside the study alone, discussion will

make the learning easier. We can share to our friend about the material and we also discussion to get best idea.

Therefore, one way to improve individual student learning in class is to work in groups. When we study in groups, it is more encouraging to other students because they can share knowledge together, they can solve problems together and they can motivate other friends in the group. In a cooperative learning system, students learn to work together with other members. In Student Teams-Achievement Division (STAD), students have two responsibilities. The first, they learn on their own. The second, they help their fellow group members to learn. One well-known technique used in teaching reading that encourages group work is the Student Teams-Achievement Division (STAD), which was developed by Slavin in 1994 (Slavin, 1994).

We are creating and constructing a text when we use language to write. We interpret texts when we read. Then, we create and interpret texts when we talk and listen. Writing is a way to produce language. We produce language naturally to express something in written form. Because of that Writing is should be owned when we learning about a language. Writing is an intentional action. It makes up one mind to do. It also serves some information to inform to the reader. Before we presents, we write something in the text. Text is a small unit of meaning something for its context. Most of people think that it is in the form of a writing work but the text can be spoken or written. A text is any stretch of language (Feez & Joyce, 1998).

Writing is one of the important ways to bring information through the language mastered by writers and readers. Recognizing the importance of the English as an international language in the era of globalization, people regard mastery of English writing skills as an important skill in the world of communication (Megawati, 2012). According to (Purba, 2018) Writing is a process of communication that bring an ideas and an opinion in written form by students. (Douglas, 2004) there are some aspect criteria in writing skill, they are: organization, content, grammar, punctuation dan style. In organization consist of introduction, body and conclusion. In content consist of logical development ideas. In grammar, we must know about the tenses. In punctuation consist of spelling and mechanics. In style consist of quality of expression. Those are some aspects should be measured to know the students' progression in writing a text.

For the reasons above, we were interested to do implementing Student Teams Achievement Divisions (STAD) to improve the first semester students of STIKOM Tunas Bangsa Pematang Siantar in writing narrative text.

### *Cooperative Learning*

There are some techniques of cooperative learning techniques. In cooperative learning techniques, the students divided into some groups, start from pairing until some students that consist of 4 – 6 students. They are STAD, Jigsaw, Group Investigation, Structural Approach, TPS and NHT (Muslimin; & Ramadhan, 2017).

According (Arends, 2012), the cooperative learning consist of:

- a. Student Teams Achievement Division
- b. Jigsaw
- c. Group Investigation
- d. The Structural Approach
- e. Think Pair Share
- f. Numbered Heads Together

STAD was developed by Robert Slavin. Jigsaw) was developed by Elliot Aronson. Group Investigation was developed by Herbert Thelen. The Structural Approach was developed by

Spencer Kagan. Think Pair Share was developed by Frank Lyman. Numbered Heads Together (NHT) was developed by Spencer Kagan.

### *Student Teams Achievement Divisions (STAD) Technique*

STAD is a cooperative learning method developed by Slavin and his colleagues. It has been influential in bringing positive effects in multiple grades and subjects (Alijanian, 2012). STAD type cooperative learning like a small groups with the number of members. Each group in this technique consist of 4 to 5 students. Student Teams Achievement Divisions (STAD) started with the delivery of learning objectives. Next the teacher delivers some materials. Then make group activities. The last one is quizzes and group awards (Al-Tabany, 2014).

Student Teams Achievement Divisions (STAD) technique delivery of goals and motivation, group division, percentage of teachers, team learning activities (Teamwork), evaluation, team achievement awards. According to Gross (Gross, 1991), Student Teams Achievement Divisions (STAD) is a technique in the teaching learning process. It is very effective to increase students' motivation and enthusias. It can develop their responsibility in their own group. It can raise students' motivation in learning by exchanging and sharing information, reinforcing each other. It was giving feedback and having the responsibility for their tasks in group work. By the Student Teams Achievement Divisions (STAD) the students can share to each other about the material.

In Student Teams Achievement Divisions (STAD), at the first the teacher presents a lesson. Then students work together within their teams. Every team members have mastered the lesson. They can study and share with their group. Finally, all students take individual quizzes on the material, at which time they may not help one another. Next, Students' quiz scores are compared to their own past averages. The points are awarded on the basis of the degree. Next, These points are then summed to form team scores as in Figure 1.

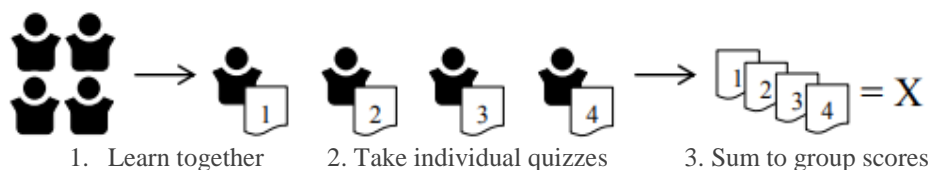


Figure 1. students team achievement division (STAD) technique

### *Narrative Text*

In writing, a narrative is one may simply to tell about story. The teacher teach a lesson through analogy, render a complex emotionally contain a message in an accommodating form. It provided the reader with sophisticated literary experience. The genre of narrative is one of the most commonly read. There are some genres, one of them is narrative. Narrative is not only considered as entertaining a reader. Narrative has a powerful medium for changing social opinions and attitudes. Narrative is also a genre that can easily accommodate one or more other genres and remain dominant (Knapp & Watkins, 2005).

The narrative text is a text which contents about a story. There are some stories in a narrative text like folktale, paragraphs fable, legend. Narrative text is a kind of text which is aimed to entertain reader or listener. It will be the fictive or non-fictive experience. It is also deals with problematic event or unusual events (Gerot & Wignell, 1994)

Writing ability on first semester students in STIKOM Tunas Bangsa Pematangsiantar is still low. It might be caused by a number of factors like study habit, self-confident, concentration, teaching and learning facilities, teachers or the learning environment. Here, the researcher wanted to implemente the effective teaching technique in order to help the students improve their writing

skill. The best technique in teaching writing will help them in their writing activity. Here the researcher chooses Students Team Achievement Division (STAD) technique. The researcher interests in that technique. The aims of this research were to find out the using of Students Team Achievement Division (STAD) technique in writing narrative ability on the first Semester Students of STIKOM Tunas Bangsa.

## METHODOLOGY

### Research Design

The design of this research use classroom action research (CAR). The *Students Team Achievement Division (STAD)* technique is expected to solve this problem. This design is cyclical process. The process consists of four steps:

- Planning
- Implementation or action
- Observation
- Reflection

(McTaggart & Kemmis, 1988)

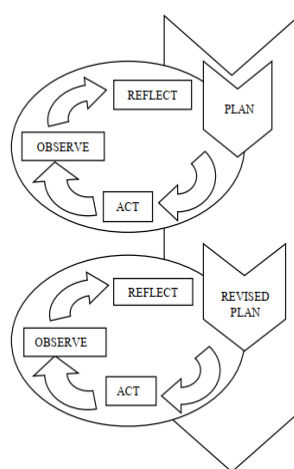


Figure 1. Classroom Action Research Cycle of Kemmis and Taggart Models

### Planning

Planning is a preparation made before doing the action. First, the teacher must prepare planning. In planning, we need activities of designing learning tools, prepare evaluation, and making observation sheet. The observation sheet usually use for student's activities.

### Action/ implementing

The second step is action/ implementing. The implementing of Students Team Achievement Division (STAD) in the teaching and learning process started with making the students in some groups. The researcher can divide students in some groups. In implementing process, Students are divided into 4 or 5 persons of a Students Team Achievement Division (STAD) group. The group should be diverse in terms of ethnicity, gender, ability, and race. The steps of Students Team Achievement Division (STAD) are:

1. Delivering goal and motivating students
2. Presenting / delivering information
3. Organizing students into study groups
4. Guiding work and study groups

5. Evaluation
6. Giving awards

### *Observation*

The observation, it includes data collection activities. It is done by filling in the observation sheets of students'. The observation focused on the classroom atmospheres dealing. The instrument was used to collect the data. The data was obtained from the observation checklists. The data was used to measure whether the criteria of success was fulfilled or not. The quantitative data was taken from the students' score through writing narrative test that given by the teacher to the students.

### *Reflection*

Reflection was to see the success or the failure activity. It is done during the action. The reflection phase includes the activity of analyzing the weaknesses of the learning activities. This is the last step in cycle. The focus of this step is synthesizing and analyzing the data collected.

The researcher uses two cycle to implement the Students Team Achievement Division (STAD) technique well. This research was conducted by the lecturer as a researcher and a collaborator as an observer. The participant of this research is first Semester Students of STIKOM Tunas Bangsa Pematangsiantar.

### *Instruments*

The instrument is that use is a narrative text test. Writing a narrative text was used as the instrument of the study Generic structure and Lexicogrammatical Features. The writing assessment aspect consists of social function, generic structure, vocabulary, grammatical features and Mechanical.

1. Social function. We called the the content in narrative text is a social function. It has 30 score.
2. Generic structure. Generic structures consist of, orientation (in the first), complication (body), and resolution (the last). It has score 20.
3. Vocabulary has score 20.
4. Grammatical features. It is consist of action verbs, raltional verbs and simple past tense. It has score 25
5. Mechanical focused to spelling and punctuation. It has score 5

The total score when we write a text is 100.

### Technique of Data Collection and Data Analysis

This research used a quantitative data. The researcher use SPSS program to analyse the data. The test was distributed through pre test and post test. The researcher applied the technique collecting data was writing test. To administer the writing test, the researcher uses an analytic score. The score of writing narrative text test consist of organization, content, grammar, vocabulary and punctuation. If the score is 10 -30, it is very weak. If the score is 31 -55, it is weak. If the score is 56 -75, it is enough. If the score is 76 -85, it is enough. If the score is 86 - 100, it is excellent.

Table 1. Total Score

Categorization	Score
Very Weak	10 - 30
Weak	31 - 55
Enough	56 - 75
Good	76 - 85
Excellent	86 - 100

## Findings and Discussion

### Findings

This part presents the research finding and discussion of teaching writing narrative through the using of Students Team Achievement Division (STAD) in first semester of STIKOM Tunas Bangsa Pematangsiantar. The presentation covers the data of the students' score and the data of teaching and learning process. The data are gained from observation and the students' test.

This research was conducted by using Classroom Action Research (CAR). It consisted of two cycles. It was concerning on how Students Team Achievement Division (STAD) technique increase students' writing ability. By students' score result it was found that there was improvement in every aspect of every cycle. After the implementation of Students Team Achievement Division (STAD) technique in the teaching learning process, the students' score was improved.

The results of students' narrative writing achievement that taught by using STAD Technique indicates better. In the Pre Test the highest score is 69 and the lowest score is 35. In the Post Test the highest score is 92 and the lowest score is 59. The average in the Pre Test was 45.95 but in The Post Test was 77.18. The result of the Pre Test and Post Test of the students' that taught by using Student Teams Achievement Divisions (STAD) Technique can be observed in table 2.

Table 2 Data Description STAD Teaching Technique

Statistics		Pre Test STAD	Post Test STAD
N	Valid	22	22
	Missing	0	0
Mean		45.95	77.18
Std. Error of Mean		1.731	1.692
Median		44.00	77.00
Mode		40	77
Std. Deviation		8.121	7.938
Variance		65.950	63.013
Range		34	33
Minimum		35	59
Maximum		69	92
Sum		1011	1698

In the table 3 It shows the Pre Test. There are 22 students. Some students get the different score. 1 gets score 35. 1 gets score 39. 5 get score 40. 1 gets score 42. 2 get score 43. 2 get score 44. 3 get score 45. 1 gets score 46. 1 gets score 48. 1 gets score 50. 1 gets score 53. 2 get score 60 and 1 gets score 69.

Table 3. Pre Test score

Pre_Test					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	35	1	4.5	4.5	4.5
	39	1	4.5	4.5	9.1
	40	5	22.7	22.7	31.8
	42	1	4.5	4.5	36.4
	43	2	9.1	9.1	45.5
	44	2	9.1	9.1	54.5

45	3	13.6	13.6	68.2
46	1	4.5	4.5	72.7
48	1	4.5	4.5	77.3
50	1	4.5	4.5	81.8
53	1	4.5	4.5	86.4
60	2	9.1	9.1	95.5
69	1	4.5	4.5	100.0
Total	22	100.0	100.0	

From the table above, we also can see the Histogram before taught by Using STAD Teaching Technique below.

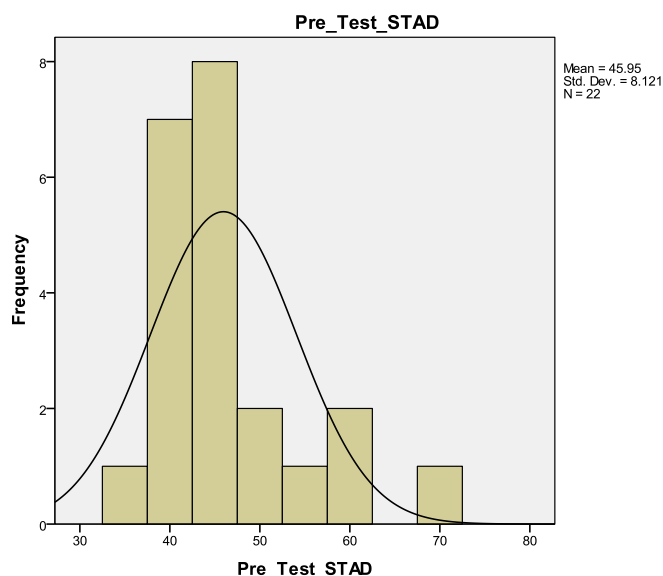


Diagram 1 Histogram before taught By Using STAD Teaching Technique

In the table 4 It shows the Post Test. There are 22 students. 1 gets score 59. 1 gets score 60. 1 gets score 67. 1 gets score 69. 1 gets score 74. 1 gets score 75. 2 get score 76. 4 get score 77. 1 gets score 79. 1 gets score 80. 1 gets score 81. 1 gets score 82. 2 get score 83. 1 gets score 85. 1 gets score 86 and 1 get score 92.

Table 4 Post Test score

Post_Test_STAD					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	59	1	4.5	4.5	4.5
	60	1	4.5	4.5	9.1
	67	1	4.5	4.5	13.6
	69	1	4.5	4.5	18.2
	74	1	4.5	4.5	22.7
	75	1	4.5	4.5	27.3
	76	2	9.1	9.1	36.4
	77	4	18.2	18.2	54.5
	79	1	4.5	4.5	59.1
	80	1	4.5	4.5	63.6
	81	1	4.5	4.5	68.2
	82	1	4.5	4.5	72.7

83	3	13.6	13.6	86.4
85	1	4.5	4.5	90.9
86	1	4.5	4.5	95.5
92	1	4.5	4.5	100.0
Total	22	100.0	100.0	

From the table above, we also can see The Histogram after Taught by STAD Teaching Technique below.

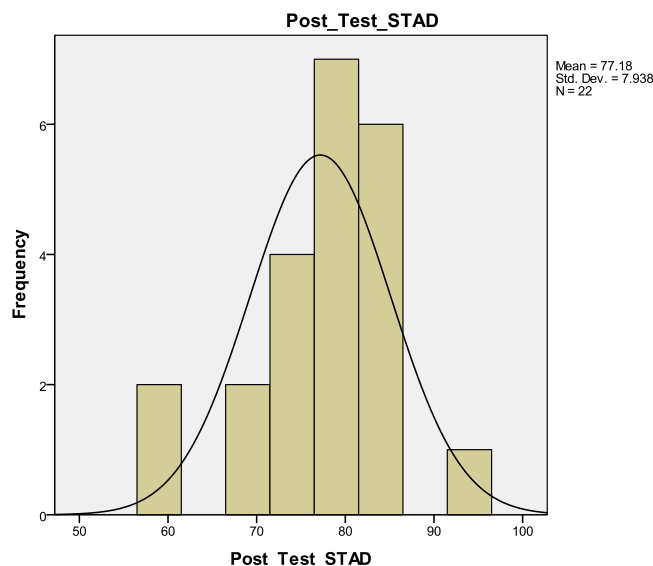


Diagram 2 Histogram after taught By Using STAD Teaching Technique

We can see the effect of Student Team Achievement Division (STAD) Teaching Technique from the T – Test on table 6. The Sig. (2-tailed) value is  $0.00 < 0.05$ . It's mean, there is the difference score before and after we applied Student Team Achievement Division (STAD) Teaching Technique. Every student get better score after implementated Student Team Achievement Division (STAD) Teaching Technique.

Table 6 T – Test of STAD Teaching Technique

Paired Samples Test		Paired Differences		95% Confidence Interval of the Std. Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
1	Post Test	3	8.26	27.56	34.89	1	2	.000
air 1	Score - Pre Test Score	1.227	9	1	3	7.713	1	

## Discussion

In this research, Students Team Achievement Division (STAD) Teaching Technique effect the Students' Narrative Writing Achievement because there is the difference students' score from the Pre Test and Post test. The results of students' narrative writing achievement that taught by using Students Team Achievement Division (STAD) was increased. The average in the Pre Test was 45.95 but in The Post Test was 77.18. On T – Test of Students Team Achievement Division (STAD) Teaching Technique show that The Sig. (2-tailed) value is  $0.00 < 0.05$ . It's mean, there is the difference score before and after we used Students Team Achievement Division (STAD) Teaching Technique. We can conclude that, there is the effect of Students Team Achievement Division (STAD) Teaching Technique on students' Narrative Writing Achievement.

## Conclusion

Based on the results of the data analysis in the study, it can be concluded that Students Team Achievement Division (STAD) Technique is successful to increase students' ability in writing narrative text on the first Semester Students of STIKOM Tunas Bangsa Pematangsiantar after being implemented. This technique could make the students actively involved in writing activity by sharing it to the whole class.

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