

# THE EFFECT OF USING STAD TECHNIQUE ON THE EIGHTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT AT SMPN 1 TEGALAMPEL BONDOWOSO IN 2013/2014 ACADEMIC YEAR

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## Abstract

*This research was intended to know whether there is a significant effect of using Students Teams Achievement Division (STAD) Technique on the Eighth Grade Students' Descriptive Paragraph Writing Achievement at SMPN 1 Tegalampel Bondowoso In 2013/2014 Academic Year. The research respondents were two classes: experimental and control groups gained the cluster random sampling. The data collection methods were writing test, interview and documentation. Then, the quantitative data were analyzed statistically using t-test formula. It was found that, the t-value was 4,24 while the value of t-table of 5% significant level (confidence interval 95% and Df 65) was 1.9971. It showed that t-value was higher than the value of t-table of 5% significant level. It means that the result of this research indicated that there was a significant effect of using Students Teams Achievement Division (STAD) Technique on the Eighth Grade Students' Descriptive Paragraph Writing Achievement at SMPN 1 Tegalampel Bondowoso In 2013/2014 Academic Year.*

**Keywords:** Cooperative Learning, Students Team Achievement Division (STAD), Writing Achievement.

## Introduction

As one of the English language skills, writing is one of the language skills that is also important in the context of teaching English as a foreign language. Writing helps learners to reinforce grammatical structure, idioms, and vocabulary that the teacher has been working with in the class (Raimes, 1983:3). Moreover, writing is a skill that can stimulate students' creativity to communicate with other people in written forms. In line with this, Harmer (2004:2) states that the reason for teaching writing to students of English as a foreign language is for reinforcement, language development, learning style, and most importantly as a basic skill. Furthermore, to make the students able to communicate in a written form, they should be trained to write in English. It is because writing, as a productive skill is not considered as an easy task for students to be mastered. According to Farbain and Winch (1996:61) writing is difficult and very few people have the ability to write an essay at one sitting in a form that is adequate. With this statement, how to become effective writers gives the imply the students should understand all aspects in writing such as grammar, mechanics, content, vocabulary, organization, and they should have ability to generate ideas and thoughts which are appropriate with the topic.

Based on the interview with the English teacher at SMPN 1 Tegalampel Bondowoso, Writing generally needs a lot of practice but the English teacher just gave more explanation than practice and the students were not active

although they were in groups because the English teacher did not apply interesting teaching technique. It is one of the problems that made the technique applied by the English teacher was not interesting in teaching the students writing skill. Therefore, the students were less interested and less motivated in teaching learning process.

Dealing with the students' problem in writing as stated above, the researcher was interested in applying Students Team Achievement Division (STAD) technique in cooperative learning to help the students easy to understand the writing material in the teaching learning process. According to Slavin (1991:8), STAD is the simplest of the Student Team learning method, as one of cooperative learning techniques, as STAD provides a new learning environment that helps the students to increase their motivation. They are forced to be active in the classroom. It offers some exercises that encourage students to work together and promote an equal opportunity for every student to participate in writing process. Students share their ideas and language resources with one another throughout the writing process. So, the students have many experiences to write. Further, it builds social interaction in the classroom. It trains the students to coordinate in writing activities as they collaborate on the different stages involved in completing a finish writing product. The high achievers tend to help the low achievers as they are in the same group because the success of the group depends on the success of all members. Moreover, the interactions among all students including high achievers and low achievers lead to increase

the students' achievement. the researcher believed that STAD technique could gave positive effect to the students' learning especially, in writing. In this point the researcher focused on the descriptive paragraph because, this should be learned by the eighth grade students as stated in the Basic Course of English writing in Junior High School Level.

The previous research was conducted by Setyawan (2008) research entitled "The Effect of using Students Teams Achievement Division (STAD) Technique on the Eleventh Grade Students' Structure Achievement at MAN 1 Jember in the 2012/2013 Academic Year". He reported that the experimental group had a 16.13 score increase from the posttest compared to that of the control group. The experimental group, which was exposed to STAD, had a statistically significant increase compared to that of the control group.

The problems of the research in this study is formulated as follows: "Is there any significant effect of Using Student Teams Achievement Division (STAD) Technique in Cooperative Learning on the eighth grade students' Descriptive Paragraph writing achievement at SMPN 1 Tegalampel Bondowoso in the 2013-2014 Academic year?"

#### RESEARCH METHODS

The research design of this research was experimental. This experimental research was applied to know wether there was a significant effect or not of using STAD on the eighth grade students' descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso in 2013-2014 academic year.

The design of the experimental research was randomized Post-test Only (McMillan 1992: 175), Control Group Design involving two groups, both of them were performed by random assignment. It means that the control and the experimental groups were chosen randomly when the population was homogeneous. One group, the experimental group, received a certain treatment while the other did not, and then both groups were given post – test on their writing achievement.

The research was conducted in the eighth grade students of SMPN 1 Tegalampel Bondowoso in 2013-2014 academic year. The data in this research consisted of primary and supporting data. The primary data were taken from the students' scores of writing test after the treatments given and inter rater was applied by the researcher to score the students' works which divided the researcher as the first scorer and the English teacher as the second scorer. The supporting data in this research were collected by interview and documentation.

The result of students' writing test was scored by using analytical scoring method Jacobs et al (1981) in Hughes, (2003:104). Then, the data were analyzed statistically by using t-test formula to know whether or not there was a significant difference between the results of the control group and experimental group after the treatment.

The results of the students' writing achievement scores in writing descriptive paragraph from both the experimental

and control groups were analyzed using t-test formula. If the result of t-computation was the same or higher than that of t-table, it means the treatment had a significant effect. But, if the t-computation was lower than that of t-table it means the research result was not significant.

#### RESEARCH FINDINGS AND DISCUSSION

In this research was found "There is a significant effect of teaching descriptive paragraph writing by using Student Team Achievement Division (STAD) technique on the eighth grade students' descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso". The researcher conducted this research in three weeks. The teaching learning process was conducted in 2 meetings. The experimental group was conducted on March 5<sup>th</sup> and 10 March, 2014 and control group was conducted on March 6<sup>th</sup> and 11 March, 2014. The experimental group (VIII-B) received a treatment from the researcher twice: it was taught Descriptive Paragraph by using Students Team Achievement Division (STAD) Technique, while the control group (VIII-A) was taught Descriptive Paragraph by using Lecturing Method.

The posttest results were analyzed by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. It was known that the statistical value of t-test was 4.24, while the value of t-table at the significance level 5% with df (65) was 1.9971. It means that the statistical value of t-test was higher than that of t-table. So, the null hypothesis ( $H_0$ ) which says: "There is no any significant effect of teaching descriptive paragraph by using Student Team Achievement Division (STAD) on the eighth grade students' descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso", was rejected. On the contrary, the alternate hypothesis ( $H_1$ ) which says: "There is a significant effect of teaching descriptive paragraph writing by using Student Team Achievement Division (STAD) on the eighth grade students' descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso" was accepted. It means there was a significant effect of using Student Team Achievement Division (STAD) in teaching descriptive paragraph writing achievement on the eighth grade students' writing descriptive paragraph.

Based on the result of the post test above, the statistical computation value of t-statistic was higher than that of the t-critical value ( $4.24 > 1.9971$ ). It indicated that the result of t-test analysis is significant. The result of this research is in line with the experts' idea of Ghaith and Yaghi, in Ghaith (2003:454) who reported that STAD was more effective than individualistic instruction in improving the acquisition of the second language rules and mechanics. Moreover, Slavin (1991) in Norman (2005:14) states that compared to traditional group lacking group goals and individual accountability, STAD scored significantly better. The success of the implementation of STAD in this research was likely doe to some elements: group work and team recognition. Group work and team recognition seemed to boost students' motivation which resulted in the

academic success. Slavin (1991:104) states the interaction among the students on learning the material will lead to increased achievement. Furthermore, Johnson and Johnson (1994) in Efendy (2007:48) point out that positive interdependence created by cooperative learning groups (STAD) helps increase the motivation in the groups. He further states that there is an intrinsic state of tension within group members which motivates movements toward the accomplishment or desired common goals.

The group work in STAD promotes students' interaction among team members which also result in better learning. Johnson and Johnson (1994) in Setyawan (2008:55) state that students' interaction gives the chance to support each other academically and personally. Students' learning is enriched by peers' active involvement in explaining, showing and motivating as part of their own work. In line with the idea, Leighton (1992:274) states when students of modest ability in a given academic task explain their answer and thinking to their peers, they learn better. He also says that the opportunity of high achieving students to explain their knowledge or to demonstrate their skills adds materially to their own learning. However in this research, the students' participation, motivation and attitude toward the technique implemented were optimally observed by the researcher

Furthermore, the positive effect of STAD technique was supported by previous researches which found that STAD was effective to chance students achievement. The first previous experimental research was conducted by Efendi (2007) that the use of STAD model in Cooperative Learning could improve the students' active participation in the teaching and learning process and students' structure achievement at SMPN 3 Balung Jember in 2012/2013 academic year. The second previous experimental research was also conducted by Sunoko (2008) who reported that, there was a significant effect of using STAD technique on the eleventh grade students' structure achievement at MAN 1 Jember in the 2012/2013 academic year.

From the explanation above, it can be concluded that STAD technique can be applied in all subjects, it is in line with the experts' idea Slavin (1991), states that STAD can be applied in all subjects. This technique help the students to write descriptive paragraph easily because the students can discuss and solve the problem together with their friends within groups. Moreover, the combination of the rewards, group work, and the individual accountability proves to motivate the students to learn more seriously. In conclusion, based on the result of this research and the discussion above, STAD technique has a significant positive effect on the eighth grade students' descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso

#### CONCLUSION AND SUGGESTIONS

Based on the results of the hypothesis verification and the discussion, it could be concluded that there was a significant effect of using Students Team-Achievement Division (STAD) technique on the eighth grade students'

descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso in the 2013/2014 academic year. The use of STAD technique gave a significant effect on the students' descriptive paragraph writing achievement, this technique could be used as a consideration to improve the teaching learning process of writing achievement. Therefore, some suggestions are proposed to the following people:

The students are suggested to work with their team and solve the problems together especially, in writing descriptive paragraph. Working cooperatively in a group, will make them easily understood the concept better then working individually. For the English teachers of SMPN 1 Tegalampel Bondowoso suggested to apply STAD technique in teaching English, especially in teaching writing descriptive paragraphs because it is able to motivate and make the students enthusiastic in the teaching learning process of English especially writing. The last suggestion for the future researchers who are interested in STAD technique and teaching writing descriptive paragraph are suggested: the first, monitoring the students more concentration when they are working with the team and order them to write the work together not only one person. The second, Using different research design such as a classroom action research to improve the students' writing achievement through STAD technique or using the same design, that is, an experimental research to know the effect of STAD technique but on different language skill or components, such as in reading comprehension or listening comprehension.

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