



**THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) IN  
IMPROVING WRITING ABILITY AT THE ELEVENTH GRADE OF SMA N 1  
NAWANGAN IN ACADEMIC YEAR 2019/2020**

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**Abstract**

*Writing is an important language skill because it becomes a means of learning, discovering, developing, and perfecting skills of language. The researcher using the Student Team Achievement Division (STAD) method to improve student writing ability. The aim was to change the classroom situation, so that the students will more interested in learning processes, and it will be easier for them to understand the material especially in writing class. The researcher used classroom action research as the research design. The subject was the eleventh grade MIPA 1 SMA N 1 Nawangan on 2019/2020 lesson year. The class consists of 24 students. Before implementing the research, the researcher made lessons plan, scenario teaching using STAD and prepared instruments, questionnaire, observation, and test. The research was conducted in two cycles. Each cycle consisted of three meetings. The first and second meetings was the implementation STAD method and the third was the test. Based on the result of the observation it showed that the students were more active than previous meeting, the percentage was 67% in cycle one and 88% in cycle two. The result of the questionnaire score was 68.4% in cycle one and 74.2% in cycle two it meant the students were more enjoyed, gave positive response and looked more fun with implementation those method. The result of writing test in cycle one it was known that 14 students or 58% who got score above 70, in cycle two was 100% or all students got score above 70. The result of writing test in cycle two, it showed improvement. The research finding proves that STAD method was successfully in improve writing ability. The researcher suggest that using STAD method in writing skill is a good alternative to teach and learn writing in order to make the learning process become more effective and independent.*

*Keywords: STAD, writing*

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**INTRODUCTION**

English has an important role in education, especially in Indonesia. It can be seen that English has been studied at a certain level of education. For example, in Indonesia, this language has been taught from elementary schools to universities. It

is said that English has been studied at all levels of education in Indonesia. Many people use language activities for examples of international action, immigration processes, and student exchanges. They prove that English is very important today.

In teaching learning English at school, there should be language practice in each language skill, including writing skill. The importance of writing is to develop ideas, communicate feelings, thoughts, and experiences. According to Dombey (2013), writing is not just about putting spoken language down on the page or screen. It is also about the composition and construction of texts that can be communicated without the authors present.

Writing will help students master other skills and of course in mastering full English. Sometimes students find it difficult to express their ideas in speaking but they can say what they want to say by writing them down on paper before speaking. Then, the students themselves or maybe the reader will understand it. Although not all English teachers fully pay attention to this case. However, writing English as the main language skill for students must receive attention. So, it is clear that writing is an important language skill because it becomes a means of learning, finding, developing and perfecting language skills.

Based on the preliminary study that the researcher did in eleventh-grade at SMA N 1 Nawangan teaching writing was not yet totally achieved. Students are rarely taught to write in English. The teacher has just been working on assignments and discussing answers together. When students are asked to write, they are reluctant to write very simple texts, and the results of their writing are far from expectations. Actually students are expected to be able to write good text with good content and

coherence, but in reality, they cannot do it well.

One of the factors that play an important role in learning activities is the teacher. The role of the teacher in the learning process of students includes planning, preparing, organizing, and evaluating learning outcomes. The teacher must be able to perform this role well so that students can achieve the learning goals they want to achieve. There are many strategies to engage students in writing activities. Student Team Achievement Division (STAD) method from the cooperative learning strategy development and research by Slavin at Johns Hopkins University, that make student active in class with the use of small group to increase their own and each other ability in learning. This strategy can help the student to solve the problem in writing learning activities.

Based on the explanation above the researcher is interested in using the Student Team Achievement Division (STAD) method to Improve Student Writing Ability at the Eleventh Grade of SMA N 1 Nawangan. (Rijal, 2015) by doing STAD method, the students can participate actively because they have the same opportunity to share their ideas in the small group. Researchers want to make efforts to improve students' writing skills. It also aims to change the situation in the classroom, so students will feel more interested in the teaching and learning process, and it will be easier for them to understand.

## **REVIEW OF RELATED LITERATURE**

### **1. Definition of Writing**

Writing is one of language skills besides listening, speaking and reading. It is used as a tool to represent or express ideas and feelings in such a way that can be covered and justified from a permanent symbol system.

Writing is an instrument that is used as a means of expressing thoughts, feelings, and student assessment about what has been read, seen and experienced Ontario (2015). Writing is a verbal communication tool, besides that writing is also used as a process of finding and organizing ideas on paper. Form and revise the writing so as to achieve the desired goals the author conveyed to the reader.

## 2. Writing Process

(Harmer, 2004) states that there is four steps process. They are:

### 1) Planning

Planning is an important step in the writing process. In the planning process, the writer has to think about three main issues. First, the writers have to consider about:

- a) The purpose of writing. It is important to know the purpose of writing since this will influence a good writing result. By knowing the purpose of writing someone can decide the most appropriate style of the language, therefore the result will be effective to reach the purpose.
- b) The audience they are writing for. The audience here is the readers of writing. The audience will influence language style, diction, paragraph structure, etc.
- c) The content structure of writing, how best the sequence facts,

ideas, or arguments which they have decided to include.

### 2) Drafting

Drafting means getting ideas on the paper in sentences and paragraph. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

### 3) Editing

In the editing process, the writer read again what they have written as a draft. Another readers comment will help the author to make appropriate revision. Here, the writer may change what the writer has written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, etc. The writer is able to change it if they find those condition.

### 4) Final versions

Final versions are the last step of writing. This may look different from the first draft that has been made before due to there are many changes in editing processes. However, the writer is ready to send the written to the readers..

## 3. Problem of Writing

Some students have difficulty using language, especially in writing. Many student are not good at writing skill, these students think writing is boring and unimportant activity. Aside from the student themselves, teachers have an important role in this matter. During the learning process of writing, problems were found in several aspects. Grammatical problems of subject-verb and combining sentences into one coherent paragraph, improper vocabulary

choices and other mechanical problems including spelling, punctuation and capitalization.

(Bryne, 1988) explains the problem that makes writing difficult into three categories. The first is a Linguistic aspect like grammar, vocabulary, language use and choice of the sentence in writing must have fully monitored. The second is Physiology problem which more focuses on the writer's difficulty because there are no direct interaction and feedback from the reader when they are writing. This difficulty more focuses on the difficulty in developing written material or content of the composition. The third is a cognitive aspect, writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

According to (Masanjila, 2005) there are six common problems that may occur when doing the writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention to those six points to be able to make good writing assignments.

### **3. Student Team Achievement Division (STAD)**

The researcher used the Student Team Achievement Division (STAD)

method in the teaching writing. STAD is one of simplest and best cooperative learning methods can be used by the teachers in the learning process. This action is done so that the sense of responsibility, active role, creativity, and optimization of students needs.

There are five main steps a teacher should follow when STAD is implemented. The teacher first introduces new materials to be learned. The team members then study worksheets on the material until they master the material. Individual quizzes are taken on the material studied. The teacher then combines the scores to create team scores. Members of the winning team are given certificates and a weekly one-page class newsletter recognizes the teams with the highest scores.

### **4. The Steps of Student Team Achievement Division (STAD)**

(Nurdiyansah & Fahyuni, 2016) explains the step in STAD. They are:

- 1) Submission of Goals and Motivation  
The teacher conveys the goals to be achieved in the learning and motivates students to learn.
- 2) Division of groups  
Students are divided into several groups, where each group consists of 4-5 students who prioritize class heterogeneity in academic achievement, gender/gender, ethnicity.
- 3) Presentation from the Teacher  
The teacher delivers learning material and explains the learning objectives and the objectives to be achieved in the learning. The teacher motivates students to be able to learn actively

and creatively. In delivering material the teacher can associate with problems in daily life. Next, the teacher explains the assignment, things that are expected to be mastered by students and how to do it.

4) Learning Activities in Teams (Team Work)

Teamwork is the most important characteristic of the STAD method. In groups that have been formed students are expected to work together to complete the task sheet that has been given by the teacher. During the learning process, the teacher makes observations, guidance, and assistance if needed.

5) Quiz (Evaluation)

The teacher evaluates the work of each group and evaluates the results of learning through quizzes about the material that has been studied. quizzes are given individually and the teacher determines the mastery score limit for each question

6) Team Achievement Award

After the quiz, the teacher checks the work results of the students and further awards for the group's success can be done by the teacher.

finding out what works best in an own classroom so that teacher can improve student learning.

There are six instruments of research: Test, Questionnaires, Interview, Observation, Rating scale, and Documentation. In this study, the researcher uses questionnaire, observation and test to collect the data.

The data was quantitative data. The quantitative data were taken from the result of observation, questionnaire form and students test score of writing in each cycle.

The research in analyzing the observation and questionnaire uses the formula below:

$$\text{Total aspect observed} = \frac{\text{Total checklist} \times 100}{\text{Total students}}$$

Here the researcher defined that if the eleventh-grade students of SMA N 1 Nawangan reached the percentage criteria of score 70%, it means that improving students skills in writing using STAD had been successful.

To obtain the score of the test The researcher using scoring rubrics by Heaton. The maximal score is 100 points

The researcher defined that if the students of SMA N 1 Nawangan at eleventh grade have reached minimum score is 70 it means that the implementation of STAD strategy to improve students writing skill has been successful.

## RESEARCH METHODOLOGY

Research design of this study is classroom action research. This method was chosen because this study deals with classroom settings and this research is directed at applying special teaching techniques to find out solutions to class problems in teaching writing In this research, uses Kemmis and McTaggart model. According to (Khasinah, 2013), Classroom Action Research is a method of

## FINDING AND DISCUSSION

The research was conducted on April 15<sup>th</sup>, 2019, until July 31<sup>th</sup>, 2019. It was carried out in SMA N 1 Nawangan. It was done for two cycles and it was conducted in six meetings. The subject was the eleventh grade of XI MIPA 1

students that consisted of 24 students, 6 students are male and 18 students are female. There were three meetings in cycle I and three meetings in cycle 2.

### **1. Cycle 1**

In the first meeting, the researcher came into classroom accompanied by the Teacher. The researcher greeted the students and introduced himself in front of the class. The researcher checked the attendance before starting the teaching and learning process. Then, the researcher asked the students about their readiness to get the material. After that, the researcher gave motivation to the students, not only about the English subject but also about their dreams and their futures.

The researcher explained the material that would be learnt. The material in this research was about personal letter. The researcher explained that he would conduct research about English writing subject. The researcher explained the learning method to be used, namely STAD strategy. After explaining about STAD strategy to the students and the steps to implement this method, the researcher divided the student into five groups that consisted of five until six students based the academic achievements score and gender differences. One group consisted of the student with high score and low score. It is in order to be able to help each other during the teaching and learning process. The student gathered with group that have been made.

After that, the researcher gave a sample personal letter to each group. Next, the researcher explained about personal letter started by kinds of letter and structure of personal letter. To deepen the understanding of the material the

researcher gave group assignments, with the guidance of the researcher students worked on the writing tasks that had been given with the group. Students made sentences based on expressions that can be conveyed in personal letter.

During teaching learning process, the researcher observed the students response and class situation. This observation aimed at recording data about aspect that occurred in the classroom. Most of students have good attitude but some students did not paid attention when the researcher explained the material.

After the students had done the task, researcher gave time to each group to read the result in front of class. Next, the researcher told students to submit the task that had been completed beforehand. The researcher had given the opportunity to the students to ask about the difficulties of understanding the material and the technique. Because there are many students who not really understand the material will be continued at the second meeting because the time was up.

In the second meeting, the researcher came into class. The researcher greeted the students. Then, the researcher checked the student's attendance. Afterward, the researcher asked the students about the material in the first meeting. Some of the students still remembered about the material.

The students came into group that we have made in the first meeting. Next, the researcher provided an overview of the topics that were around the environment to make a personal letter so students were able to estimate topics to compile personal letter. Students write the examples of the topic that can be used. Next, the

researcher gave a group assignment to make a personal letter based on the materials that have learnt before. The student tried to discuss with their group to make a personal letter correctly. Some students asked to the researcher when they have difficulty. After finished the task researcher gave evaluations to find out the students understanding of the material that had been learnt and gave award to group that got the highest score. The researcher asked the students to prepare that there was a test in the next meeting. The researcher closed the teaching and learning by saying thanks and see you to the next meeting.

In the third meeting, the researcher came into class. The researcher greeted the students. After that, the researcher asked the students to prepare to test. Then, the researcher gave a test to write a personal letter. The researcher gave 45 minutes to finish the test.

After finished the test, the researcher gave the students questionnaire I. The researcher closed the meeting because the time was up.

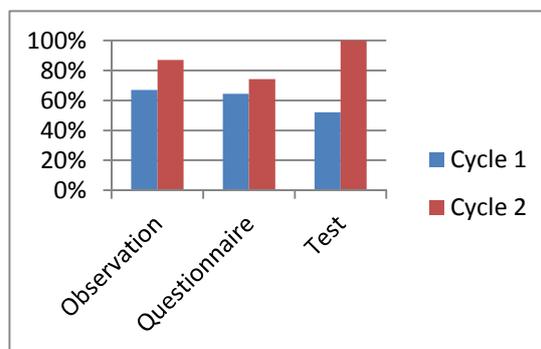
Based on the score percentage of the students in writing skill test in the cycle I, there were 14 students or 58% students who got score 70 and 10 students who got 70. It mean that there were still any problem occurred. There were some students got many difficulties in applying this teaching technique and do the test.

## 2. Cycle 2

In this cycle, there were three meetings, the first and second meeting for material, and the last meeting for test.

The result of the test cycle II was good. It showed that 100% of the students got score 70. It meant that the students'

achievement was satisfying and they had already passed the KKM (Criteria of minimum standard). The researcher concluded that the use of STAD strategy to improve the students writing skill was successful.



## CONCLUSIONS

Based on the result and discussion of the research, the conclusion can be finally derived. It can be concluded that Student Team Achievement Division (STAD) strategy can improve the writing skill at eleventh-grade students of SMA N 1 Nawangan in academic year 2019/2020. It can be seen from the result of observation, questionnaire, and test.

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55 **Anton Edi Purnomo**, *The Use Of Student Team Achievement Division (STAD) in Improving Writing Ability at the Eleventh Grade Of SMA N 1 Nawangan in Academic Year 2019/2020*

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