

THE APPLICATION OF STAD TO TEACH WRITING NARRATIVE TEXT TO THE FIRST GRADE OF SMAN 10 SURABAYA

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Abstrak

Penelitian ini dibuat untuk menggambarkan penerapan teknik *Student Team Achievement Division* (STAD) untuk mengajar menulis teks naratif untuk kelas 1 Sekolah Menengah Atas. Penelitian ini mengambil beberapa permasalahan: (1) bagaimana penerapan teknik STAD dalam mengajar menulis teks naratif untuk kelas 1 SMA? (2) bagaimana hasil menulis teks naratif siswa setelah diterapkan teknik STAD? Dan (3) bagaimana tanggapan siswa terhadap teknik STAD dalam pembelajaran menulis teks naratif? Ketika teknik STAD diterapkan dalam kelas Bahasa Inggris khususnya pelajaran menulis teks naratif. Hal ini bisa dijelaskan bahwa teknik ini bisa diterapkan di kelas Bahasa Inggris dan siswa tertarik dengan teknik ini. Hal ini bisa dilihat dari hasil kuisioner; 12% dari mereka memilih sangat menarik. 68%, memilih menarik, 16% memilih kurang menarik dan hanya 6% memilih tidak menarik. Penelitian ini membuktikan bahwa teknik STAD dapat membantu siswa dalam membuat tulisan teks naratif. Penelitian ini menunjukkan manfaat dari teknik STAD terhadap hasil tulisan siswa. Berdasarkan tulisan siswa menunjukkan hasil yang baik setelah dianalisis dengan menggunakan penilaian ESL oleh Jacob. Analisis hasil meliputi isi tulisan, kosa kata, organisasi, bahasa yang digunakan, dan mekanik. Komposisi penilaiannya berdasarkan empat tingkatan, yaitu; sempurna, sangat baik, baik – lumayan, lumayan – jelek, dan sangat jelek.

Kata kunci: menulis, teks naratif dan STAD.

Abstract

This study is designed to describe the application of Student Team Achievement Division (STAD) technique in teaching narrative writing to the first grade of senior high school. This study composes some questions: (1) How is the application of Student Team Achievement Division (STAD) in teaching writing narrative text to the first grade of senior high school? (2) how is the writing of the students after they studied by using STAD technique? And (3) how are the students' responses toward the teaching and learning process of writing narrative text through STAD technique? Since the STAD Technique was applied in English class especially in learning writing narrative text, it can be explained that this technique is applicable and students were interested in it. It can be seen by the students' response that 12 % of the students said that it was very interesting, 68% said it was interesting, 16 % said it was less interesting and only 6 % said it was not interesting. This study has proved that the STAD Technique can help the students in composing writing a narrative text. The study shows the benefits of the STAD Technique towards the students writing composition. The students' composition showed good result after being analyzed by using ESL Composition Measurement by Jacob. The analyzing was including content, organization, vocabulary, language used, and mechanics. The composition was scored into four levels. They are excellent to very good, good to average, fair to poor, and very poor.

Key word: writing, narrative text and STAD.

INTRODUCTION

As an international language, English is a way to interact and communicate among people from different parts of the world. The four language skills: listening, speaking, reading, and writing are used for practical purposes, as a medium to convey meanings and ideas.

Those abilities must be seen as a whole ability because they are integrated with each other.

The curriculum of Senior High School states that teaching English focuses on the mastery of four language skills, namely: Listening, speaking, reading, and writing. Raimes(1983) states that the other language components such as pronunciation, grammar, and vocabulary are also taught to support language skills' development. These

skills that are taught to support language skills' development. These skills are taught in an integrated way because one skill can not be performed without the others. In addition, from everyday experience, or a land written languages are used together. It is likely that listening may precede speaking and reading may precede writing. For instance, it is impossible to engage conversation if someone is not listening and there is possibility when someone reads an article he or she will have a small discussion or give comment on it. In other case, someone may write a report reading some articles. From these things, teaching those four skills in an integrated way will enable the students to use the language communicatively.

From those skills, writing is one of the skills that has to be mastered by the students. writing is important because of three reasons; the first is that writing reinforces the grammatical structure, idiom, and vocabulary that teacher has been working within the class. The second reason when the student writes, they have a chance to be adventurous with the language. The third reason is that the students become more involved in the language, involved with themselves and their readers. Due to the facts above, we can see the objectives of teaching writing are in order to enable the students to express their ideas and thoughts in a written form.

Since writing is a complex activity, it is considered difficult for the students to write good writing in short time. According to Chakraverty and Gantum (2000) writing is a reflective activity that requires enough time to think about the specific topic, to analyze and to classify any background knowledge. It means writing integrates several processes, such as: finding topic, providing information to support the topic, classifying ideas, organizing ideas in logical sequence and implementing linguistics knowledge. From Marhaeni (2005) and Chakraverty and Gantum (2001) point of views, it is inferred that writing is a continuous process that needs several stages. Consequently, the students must be given ample time to finish their writing assignment. Therefore, students who engage in a writing activity tend to face many problems during the process of writing.

In writing, student are expected to be able to communicate in certain literacy level, they are; performative literacy, functional literacy, informational literacy and epistemic literacy. Performative literacy is skill that perform all skills in English. Functional literacy is ability to access science from the language. For the senior high school students, they are expected to gain the informational literacy level, because they are prepared to continue their study to university. Agustin (2004:7) stated that Junior High School graduates are expected to be

able to communicate or to participate in the creation of texts that serves their daily needs to entertain themselves, to read manuals, to carry out transactional exchanges. Later, in senior high school, students are expected to be able to express their own interpretation or ideas about something happen in their environment both in spoken and written.

Most of the students find it difficult to develop ideas in their minds. Actually, they might have something to state in their mind, but they are often confused to express and develop their ideas into a good writing. It is such a common problem that is encountered by most of English teachers in teaching writing. Campbell (2002) claims that the biggest problem that students have in writing is that they cannot put their ideas and facts into paper since they are afraid if their ideas cannot be written correctly in terms of grammar. This condition leads the students to a state of anxiety. In addition, Chakraverty and Gautum (2000) state further that one of the students' problems is that they have difficulty in arranging information or ideas logically to achieve coherence in their writing, which is the foremost requirement in writing.

To overcome the students' problem in learning writing narrative text, teachers usually apply certain technique in his teaching. And then, the next point that the teacher has to consider is the appropriateness of the technique that is used by the teacher with material that is going to be taught. There are so many techniques are used to support the success of teaching – learning activity in the classroom. One of them that can motivate students in the classroom is cooperative learning. Through group works, students can share their ideas with their friends one to others. There are some techniques which are included in cooperative learning such as; Team Accelerated Instruction (TAI) (Slavin, Leavy and Madden, 1986), Co – op Co –op (Kagan, 1992), group investigation (Sharan & Sharan, 1992), STAD (Slavin, 1995) and Cooperative Integrated Reading and Composition (CIRC) (Slavin, 1995).

Furthermore, there are no limitations for the teacher to manage the class especially in teaching and learning process in writing. Conducting the process of teaching and learning in the classroom may be got problem since the teacher has students who are different from each other. But, through Cooperative Learning Method, Cinelli (1994) states that problem can be solved since Cooperative Learning Method becomes a good solution and consider as an effective way of teaching. In Cooperative Learning Method, the differences of each student can be covered and they may share all information and work together in the group to produce or to accomplish the tasks given by the teacher.

In this study, the technique of Cooperative Learning Method used was Student Team Achievement Division (STAD) Technique. The researcher chose this technique because this type of cooperative learning is most available done in the class sample. In STAD the member of the group is heterogenic. According to Slavin (1990), in STAD Technique students are assigned to four- five member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Based on the background of study above, the questions of the study can be stated as follows:

1. How is the application of Student Team Achievement Division (STAD) in teaching writing narrative text to the first grade of senior high school?
2. How is the writing of the students after they studied by using Student Team Achievement Division STAD technique?
3. How are the students' responses toward the teaching and learning process of writing narrative text through STAD technique?

RESEARCH METHODOLOGY

This chapter explains about research design of this study, subject of the study, data of the study, data collection technique, instruments, and data analysis. A major point in conducting a research is to consider research design used by the researcher. This is the way for the researcher to find out data of the research. Related to the research questions stated in chapter one, this study is conducted by using descriptive qualitative design.

Descriptive qualitative research will be intended in describing the phenomenon happening in a certain field rather than to find out the end of the result. Donald Ary (2006:8) states the phrase qualitative inquiry is a generic term for an array of educational research approaches, such as ethnography, naturalistic inquiry, narrative research, case studies, interpretive research, fieldwork, field studies, and participant observation. Its result is the description and interpretation of phenomenon happening during the research.

Donald Ary (2006:8) states that both qualitative and quantitative researchers approach their studies by stating a purpose, posing a problem or question, defining a research population, collecting and analyzing data, and presenting

results. Both use theories and both are concerned with the rigor of the inquiry. They differ in their views about the nature of reality, their assumptions about the role of the researcher, and in how they define knowledge. Bogdan (1992:219) also adds his explanation that qualitative approach is useful in teacher training programs because it offers prospective teachers the opportunity to explore the complex environment of schools and the same time become more self-consciousness about their own values and how these values influence their attitudes toward students, principals, and others.

This study is conducted in SMA Negeri 10 Surabaya. The subject of this study are 31 students of class X-IPS 3 of SMA Negeri 10 Surabaya who are taught writing narrative text through Cooperative Learning type STAD. There are 16 men and 15 women in the class. This school is regarded as the high grade of academic among Senior High School in Surabaya.

The data needed in this study are based on the research questions in chapter 1. Based on question number one, the data are the results of observation checklist of the application of STAD done by the teacher in the teaching and learning process of writing narrative text. Based on question number two, the data are the narrative texts written by the students. And the question number three concerns on the students' responses toward the application of STAD in learning writing narrative text.

The instrument are used in this study are observation checklist, questionnaires, and students task.

1. Observation Checklist

The observation checklist sheet is used to get information about situation in the classroom when it is being applied STAD. It is given to observe teacher's activities and students' participation, material, and the technique applied during the learning process.

2. Task

The writing task is given to investigate the students' writing ability after the application of STAD. The application STAD itself was expected to help students master their ability in writing narrative text by developing their idea based on the generic structure and language features of narrative text. The students' tasks are assessed by using scoring rubric adapted from ESL composition profile suggested by Jacobs, et al. (1981:30).

3. Questionnaire

Questionnaire is given after the learning process has been finished. It is given to investigate students' responses toward the application of STAD in learning writing narrative text.

4. ESL Composition Profile for Fictional Narrative Writing

The writing scoring rubric is used to assess the students' writing task in order to investigate the students' ability in writing narrative text. The scoring rubric is

taken and adapted from ESL composition profile suggested by Jacob, et al. (1981:30). It is adapted with the nature and elements of fictional narrative text itself. Here is the fictional narrative scoring rubric.

The data was collected through non-participant observation. It was an observation in which the researcher only observed the process of teaching and learning process. The researcher had to keep his existence and not influenced the natural attitude or behavior of the subject of the study. The technique used in collecting the data needed in this study is by three ways. They are through the observation of the teaching – learning process, questionnaires given to the students, and the students' task in writing narrative text individually. The further explanation in the way of collecting the data is explained below.

1. Observation

The observation is conducted during learning process of writing narrative text in class X-IPS 3 of SMA Negeri 10 Surabaya on academic 2013/2014. The data are gathered through observing the learning process of writing narrative text through STAD. It is done by using observation checklist. The researcher only observes the natural phenomenon existing in the field without influencing the natural phenomenon. McMillan (1992:2) states that in non-experimental research the investigator has no direct control over what is studied.

2. Task

Students' writing task is taken to obtain the use of STAD to teach writing narrative text. The task is taken to describe the students ability in writing narrative text after being applied the STAD since the technique is expected to help students' in writing narrative text. The task is given to students once in the third meeting after application of STAD. The text selection in the whole meeting is fictional narrative text. In the first meeting, the text selection is folktale story entitled "Sangkuriang" as the material. As the students writing task in the third meeting, fictional narrative text is used as the text selection. In this case, students are asked to write a fictional a narrative text individually based on the theme given by the teacher.

3. Questionnaire

Students' responses toward the application of STAD in learning writing narrative text are regarded very important to know the students' interest during the learning process. The questionnaires are given in the end of the application of STAD in learning wiring narrative text. There are fifteen multiple choice questions spread out in some following indicators:

- a. Question 1-2 deal writing lesson given by the teacher
- b. Question 3-4 deal with students' difficulty in writing activity

c. question 5-8 deal with teacher's explanation in teaching writing narrative text.

d. question 9-15 deal with students' responses toward the application of STAD in teaching writing narrative text.

4. Scoring Rubric for Fictional Narrative Composition

Scoring rubric for fictional narrative text is used to measure the students' ability in writing narrative text. It is adapted from ESL composition profile suggested by Jacobs, et al. (1980:30) (see appendix 2) the score is taken by calculating the whole score of each component of narrative text written by the students.

Data analysis from observation result

Observation data which are the data gathered from observation of teacher's and students' activities in teaching and learning process of writing narrative text through the application of STAD technique are analyzed by describing the teacher's and students' activities when the material of writing narrative text is given. Meaning, observation of teacher's and students' activities is analyzed descriptively based on phenomenon happening in the classroom when the teaching and learning process of writing narrative text by using STAD is conducted.

Data analysis from task result

Data analysis from task result is narrative text composed by the students. The individual task of writing text through STAD is given once after doing writing exercise in group. The task score is composed by the teacher using assessment rubric which has been stated by the teacher. Jacob, et al. (1981: 30) explains about assessment criteria of writing in the ESL composition profile.

Based on ESL composition profile by Jacob, et al, things analyzed are content, organization, vocabulary, language use and mechanics. Then, from four categories the teacher can analyze the students' writing.

Data analysis from questionnaire

The data from questionnaire are analyzed by the formula suggested by Tribble in Aminah (2009:29) that the number of students who choose certain option divided by the number of all students. The data will be calculated by using the formula below:

$$P = \frac{\text{The respondents}}{\text{The number of all students}} \times 100\%$$

The number of all students

P: percentage of choosen option

RESULT AND DISCUSSION

This part discussed the teacher and students' activities during the application of Student Team Achievement Division (STAD) in the teaching and learning process of writing narrative text and the students responses toward the application of STAD.

The Application of STAD in Teaching Writing Narrative Text

The following discussion discussed the application of STAD in the teaching and learning process of writing narrative text. In this description, the writer compared the teacher and the students' activities. In applying the STAD technique in teaching writing narrative text the observation checklist (see appendix 1) to the procedures of STAD itself. In the observation checklist, the application of STAD classified into three points, which were; the material, teacher's activity and the students' activity.

1. The material

Based on the observation, it could be said that the material given in the writing class from the first to the second meeting was explained in understandable way.

The selection of text was fictional narrative text. The text used in the first meeting was a folktale story entitled "Sangkuriang", in this activity the students analyzed the generic structures of the text in group based on the five questions given by the teacher. In the third meeting, the teacher asked the students to write a free topic of fictional story in order to generate the students' idea about narrative text, so that the students' ideas were not stuck on the kind of folktale or fairytale only.

The material was well-prepared by the teacher. It was explained by the teacher in understandable way. It was in line and relevant with the objective of the study because it was accordance with the curriculum that the tenth graders are expected to be able to understand and create narrative text. Since the teacher used instructional sources and various exercises, it could lead the students to be enthusiastic to write.

2. The teacher's activity

In the opening activity, at the first meeting the teacher greeted the students and stimulated them by asking questions related to the topic which was going to be taught. She started the lesson by asking the students favorite story and the legend of our country. She did it to motivate the students to be easy in joining the lesson. In the second and the third meeting, the teacher's opening was closely the same to the first meeting. The teacher motivated the students to be interested in joining the class. The second and the third meeting, the teacher opened the class by reviewing the previous lesson, asking some questions related to the material which was going to be taught that day and asking the moral value of the story.

As the main activity, in the first meeting the teacher began to introduce the topic which was narrative text. He gave an example of narrative text in the form of folktale entitled "Sangkuriang". Together with the students, the teacher discussed the nature, the generic structure, and the language features of narrative text. It

was accordance with the first step of the procedures of STAD, that teacher provides instruction and explanation related to the teaching points taught. Having explained the nature and the components of narrative text, the teacher explained the technique used in the teaching and learning process which was STAD. She also explained the procedures of it. The second and the third step of the procedure of STAD was done by the teacher is dividing the class into groups of five, and then asked the students to discuss and analyze the text based on the component of narrative. The teacher gave five questions as the teacher's quiz to guide the students in the analysis of the text. The application of STAD was continued by a class discussion held by the teacher. Each representation of group presented the group work result which was the analysis of the text. The application of STAD was continued to the second and third meeting.

In the third meeting as the last step of the procedure of STAD, the teacher asked the students to a complete narrative text individually as students' writing task. The teacher asked the students to write a free topic of imaginary story.

The application of STAD in the teaching and learning process in that class ran well. The teacher considered to apply STAD in teaching writing because this technique could overcome the students' difficulties in writing effectively. They could learn how to work in team cooperatively, motivated their friends, and helped their friends' difficulties. Students also learned to help both self and peer assessment. Slavin (1995:106) states that in this activity (STAD), students work in heterogeneous learning teams. All activities follow a regular cycle that involves teacher's presentation, team practice, independent practice, peer pre-assessment, additional practice and testing.

As the closing activity, in each meeting the teacher did not give the students homework. He closed the lesson by reviewing the lesson which had been taught at that day. The teacher also held a class discussion related to the teacher's and students' performances informally. She discussed the students' difficulties and corrected their mistakes. All in all, the application of STAD in teaching writing has successfully helped the students to overcome their difficulties in writing. It motivates the students to be more interested in learning writing. Most of students felt easier to learn English cooperatively. It could be seen from the students' enthusiasm in taking part in the class.

3. The students' activity

The students' activity became one part in the observation about the application of STAD in teaching writing narrative text. It was about the students' responses toward the teachers' explanation about the nature of narrative text and its components. It also described how the students took part in the teaching and learning process. Based on the result of the observation, the writer could say that the students actively took part during the teaching and learning process. Moreover, the students were attentive and involved to join the class. It could be seen from the way students took part in the class

discussion. They actively responded their friend's presentation and shared their opinion during the discussion. It could be said that the students interested in the application of STAD technique.

In the writing activity, they had exercise to make their narrative story. Each student had to write different story but they did the exercise cooperatively. In group, the students had the team practice and team pre-assessment activity by sharing their opinion and idea. The students also learned to assess their friends' work. However, there still some students who found difficulties in composing the text. The difficulties mostly in term of vocabularies and language use. Seeing the problem, the teacher gave feedback to the students' writing.

In the last meeting of the application of STAD, the students had an individual writing task activity. The students were asked to write complete fictional narrative which was an imaginary story. The students showed their ability in writing, they were able to write their idea and organized it in good organization of generic structure of narrative text. The students asked for the teacher's active participation of and good responses, the writer could say that the application of STAD in teaching writing narrative text in that class was successfully conducted.

The Students' Ability in Writing Narrative Text after the Application of STAD Technique

In this part, the writer will discuss the students' ability in writing narrative text after the application of STAD based on the result of the students' writing. The discussion was related to the each component of writing profile which are content, organization, vocabulary, language use and mechanics

In the component of content, based on the result of students' writing, it was shown in the second meeting that mostly students had been able to state their idea and then generated it in the form of narrative text. Most of students' idea was relevant. They could write the development of idea in good order. The content was interesting enough and showed the manner of narrative text that was fictional or imaginary story. It was shown from their ability in developing their idea in the form of appropriate sentences. Some of them still found difficulties to write their idea in the form of story in narrative text. They were still confused how to add the supporting details to generate their idea. But, the problem could be solved by the group discussion and the teacher's feedback. Since in the group discussion there were various opinions of each student, so that, in the application of STAD, the teacher should be more aware of the individual and group needs.

Based on the score of writing of the students, after the application of STAD, the students showed their ability in organization of their writing. They were able to develop and put their idea in right position of the generic structures of narrative text which are orientation, complication and resolution. Only few of them wrote incomplete generic structure of narrative text.

In the term of vocabulary, more than half of students were able to use complex construction of words

to generate their idea in the form of story. Another half of students were able to use effective words even in a simple construction. In the application of STAD, the students had practiced to put proper and effective words in writing exercise in groups. For some students who were still confused with the use of proper word and the effective one, they can discussed it with their member of group and also to the teacher. It was shown from the students' writings that they were able to use proper word choice, appropriate register and effective agreement or idiom.

It could be seen from the table that the students' ability in language use of writing narrative text was in the level of average. It was shown that there was nearly the same number of students were in the level of excellent to very good, good to average, and fair to poor. Some students were able to write narrative text in good manner which was accordance with the language features of narrative text. They were able to use proper verbs and tense used in narrative text. But some of them still did occasional errors in the term of language use.

Students' ability in writing narrative text in the term of mechanics could be said mostly perfect. Nearly all students were able to practice the rule of good writing which was about punctuation, capitalization, spelling and paragraphing. Only few of them ignored the rule of writing. They were included in the level of fair to poor. But overall, after the application of STAD, it could be said that the students were able to write good narrative text.

The Students' Responses toward the Application of STAD in teaching Writing Narrative Text

The result of questionnaires given to the students showed that the students responses toward the application of STAD were positive. Students were interested in writing English. It was shown from the percentage of students' responses that more than half of students (68%) were interested in joining the writing class through STAD technique. However, they often found some difficulties in writing which were caused by the difficulty of expressing idea in form of written text, arranging sentence in good order, and developing vocabularies. But they tried to overcome their problem by asking to the teacher for more the information related to the writing material explained if it was still unclear. Based on students' opinions, so far, the teacher's explanation of the writing material was clear enough.

Based on the analysis of the questionnaires, it showed that the application of STAD in teaching writing narrative text was much appropriate to overcome the students' problems in writing narrative text. The application of STAD helped students to practice writing English optimally. Students had chance to share their ideas with their friends in groups. Students who found difficulties to find ideas to write were helped by other students. Some of the students were able to write their idea but still difficult to arrange it in form of narrative text, then the other students motivated their friends to develop their idea in good sentences. Students were

happy in cooperative working. They actively took part in class discussion by responding and answering their friends' opinion. They also could use the teacher's feedback optimally to improve their writing. Slavin (1995:11) states that the students are highly motivated to see that everyone in their team has learned the material, so they do a good job of discussing, explaining, assessing and re-explaining the content until they are satisfied that everyone in the team will succeed on an individual assessment.

Students were interested in learning writing through STAD because they had various activities in the teaching and learning process. The application of STAD helped the students to overcome their difficulties in writing narrative text. They could learn how to motivate their friends, how to respond to their friends' opinion and help peer assessment. Finally, the students agreed that the application of STAD in teaching writing narrative text was very useful and very helpful to overcome the students' difficulties in writing. It gave a positive effect on the students' ability in writing narrative text. It could be concluded that the application of STAD in teaching writing narrative text could meet the students' interest in joining the writing class.

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CLOSING

Conclusion

The result of this observation showed that all students enjoy the teaching and learning process. The students can discuss with their members of group in solving their problem related to the material.

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