



Enhancing Students' Writing Ability in Descriptive Text through Student Teams Achievement Divisions (STAD) Method: A Quasi-Experimental Study

Juhelmi¹, Hasan²

English Language Education
Universitas Muhammadiyah Enrekang

Email: juhelmi.nurdin@gmail.com¹; achank.hasan80@gmail.com²

ARTICLE INFO

Article History:

Received: June 17, 2021

Revised: June 24, 2021

Accepted: July 25, 2021

Keywords:

Writing ability; descriptive text; STAD method; cooperative learning; EFL learners

ABSTRACT

This study aimed to investigate the effectiveness of the Student Teams Achievement Divisions (STAD) method in improving students' writing ability, particularly in writing descriptive texts. The research employed a quasi-experimental design involving an experimental class and a control class. Each class consisted of 30 eighth-grade students at MTs Darul Falah Islamic Boarding School, Enrekang.

The instrument used in this study was a writing test in the form of descriptive text tasks. The data were analyzed using descriptive statistics and an independent sample t-test to determine the significant difference between the experimental and control groups. The results showed that the mean score of the experimental group in the post-test (72.80) was higher than that of the control group (59.83).

Furthermore, the t-test results indicated that t-count (4.336) was higher than t-table (2.001) at the significance level of 0.05, meaning that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that the STAD method has a significant effect on improving students' writing ability.

Therefore, the STAD cooperative learning model is recommended as an effective alternative strategy in teaching writing, particularly in descriptive text for EFL learners.

©2021. This is an open-access article under the [CC BY-SA](#) license

(<http://creativecommons.org/licenses/by/4.0/>)



@Majesty Journal, 2021

INTRODUCTION

Writing is a medium of human Communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

Among those four skills, writing is a skill difficult to be mastery. Because writing is an active or productive skill, that students have to learn how to find ideas, and express them into writing. In writing involves several language components such as spelling, grammar, vocabulary, concordance, punctuation, coherence, and cohesion and students are required to master grammar, vocabulary, concordance, punctuation, coherence, and cohesion.

There are at least three causal factors of the writing difficulties (Byrne, 1998: 50). The first factor is linguistic problem. The second is psychological problem (writing is a solitary activity in which we have to write our own without the possibility of interaction). The third is cognitive problem due to the need to master the written form of the language and certain structures which are less

used in speaking, or perhaps not used at all, but they are important for an effective communication in writing.

Although writing is difficult for students to understand, however writing is very important as Warschauer (2010) state, "Writing is one of an important skills because writing is a crucial skill for academic or occupational success. Furthermore, writing can be an effective tool for development of academic language proficiency as learners have to explore advance lexical or syntactic expression in their written work. The last is writing across the curriculum that can be invaluable for mastering diverse subject matter". Therefore, it can be state that writing is the primary basis upon which our work and study will be judged in school or college, in the workplace, and in the community.

Several causes of the problem can be derived in the teaching and learning process, either from the teacher's side or the student's side. From the teacher's side, the teacher employed unvaried conventional teaching strategies. The teacher is not very innovative and tends to apply monotonous strategies in teaching students without providing guidance to students in the writing process. Teacher- centered approach with fewer student participation in the teaching and learning process. This causes a lack of interest in student learning.

Therefore, factors affecting the success of the instruction, one of which is the teacher's teaching technique, needs to be reviewed, and a better teaching technique needs to be pursued. In order to solve the problems and to improve the students' writing proficiency, the use of an appropriate

method is indispensable. There is a lot of methods can use by the teacher, one of them is cooperative learning.

The use of cooperative learning the students can share the experience with their friends to express their difficulties and ask for help. Besides, cooperative learning can decrease the number of students in the class and it helps the teacher to make effective process teaching and learning.

Besides, there are several types of cooperative learning that can be used by teachers, one of which is student team achievement division (STAD). Cooperative learning type Student team achievement division (STAD) developed by Robert Slavin and his friends at John Hopkin University (1995) is the simplest cooperative learning, and is cooperative learning suitable for use by teachers who are just starting to use learning cooperative. Student Team Achievement Divisions (STAD) is one of the simplest types of cooperative learning. Students are placed in a four-person learning team which is a mixture according to their performance level, gender and ethnicity. The teacher presents lessons then students work in teams to ensure that all team members have mastered the lesson. Finally, all students were given a quiz about the material with notes, when they quiz they should not help each other.

A good method and techniques can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in the teaching-learning process. There are a lot of methods and techniques to get English teaching effectively. For this purpose, the researcher was like to use the cooperative learning model Student

Team- Achievement Division (STAD) as an alternative solution.

METHODOLOGI

In this experimental research the researcher used quasi experiment. One group as an experimental group and other group as a control group.

The design of this research used the independent variable and dependent variable. The used of the student teams achievement divisions (STAD) method as independent variable and gave the symbol notation X, while improve writing ability as dependent variable with gave a coat of arms of a Y notation. The Scoring component using rating scale in scoring the composition (Jacobs, 2000).

In writing skill, there are some kinds of text that were learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is used to describe something. It is usually used to describe a thing, person, place or event to give an explanation for someone.

Two weeks before conducting this research, the researcher first conducted observation in Mts Darul Falah to find out the problems about students, especially in writing. English teacher at Mts Darul Falah said that students were not enthusiastic to write because of the less of teaching grammar and how to write in class. Some students the researchers met didn't even know about grammar and how to write descriptive text in English. The students said that they were bored with learning using only textbooks. Even students are not taught how to write well and correctly. Some students also said that they understood faster when working with friends. Therefore, researchers used the

STAD method.

FINDINGS

The findings were obtained through writing test at the eighth Grade students of MTS Darul Falah Enrekang in academic year 2018- 2019. The researcher applied all procedures that had been showed in the previous chapter. The researcher gave two term of test, they were pre- test and posttest. After that, it was continued by analyzing the pre-test and post-test score of both groups, experimental group and control group by using SPSS 20. It aims to find out the significance different of the students from of the both groups. The researcher collected data from the test which has been given to the students. The findings of this research deal with the scoring classification of the students pre-test and post-test between experimental and control group, testing of paired sample containing, mean score, standard deviation, and the test of significant by using SPSS Version.

Before conducting this research, the researcher had preliminary observation and found that the students treated through common teaching of writing. The students were explained the teaching materials given the topic and write paragraph (descriptive text) related to the topic. Consequently, there are many students who got difficulties to understand descriptive text on how they describe

person, place, or thing, what is purpose involve the generic structure and language features and how to apply those descriptive features in the text.

Based on the writing test that the researcher conducted during the observation, the researchers found that students are still lacking in writing. When researcher provide an explanation of descriptive text most students are slow to understand and even do not understand.

After the researcher gave a pre-test, the researcher saw that there were still many students in the control class and the experiment lacked grammar vocabulary and even the composition of the writing was destroyed. So that the researchers used the STAD method to improve students' writing skills, by means of groups students were more enthusiastic to do the task.

Some students who are active in class and understand little of the material was in group with students who lack understanding so that students can learn together. Based on the grades that having achieved by students from the pretest and posttest shows that there are significant improvement after using the STAD method especially in the experimental class. The result of students' mean score median score and standard deviation in pre-test by using SPSS version 20.0 were presented in the following table:

Table 1. The mean score, median score and standard deviation in pre-test

Group	N	Mean Score	Median Score	Std. deviation
Experimental	30	60,40	59,00	9,122
Control	30	56,47	58,50	10,248

The table 1 showed that the mean score of pre-test obtained by the students before giving the treatment both experimental group and control group is almost equal. It means that the ability of students in writing ability both experimental group and control group was almost same. The mean score both to groups were into fair classification. Besides, the median score of pre-test both the groups was almost same. It means that the median both of groups was a few values different. Meanwhile, the standard deviation of pre-test in

experimental group and control group showed that the students were more various in comprehending the material. It can shows in standard deviation score on table 1. It indicated that the students' ability in writing descriptive text both experimental and control group was still variety score.

The result of students' mean score median score and standard deviation in post-test by using SPSS version 20.0 were presented in the following table:

Table 2. The mean score, median score and standard deviation in post-test

Group	N	Mean Score	Median Score	Std. deviation
Experimental	30	72,80	75,00	11,737
Control	30	59,83	61,00	11,426

The table 2 showed that the mean score obtained by the students in experimental group (72.80) was higher than control group (59.83). It indicates that after got the treatment. Besides, in median score obtained by the students in experimental group (75.00) also higher than control group (61.00). Meanwhile, the standard deviation

showed that the students were more various than pre-test in comprehending the material, it can showed the score of standard deviation. In generally, the student teams achievement divisions able to help the students to improve the writing ability of descriptive text. The gained score of the students was described in the following table:

Table 3. The gain score of students' writing ability

Group	N	Mean Score	Median Score	Std. deviation
Experimental	30	60,40	72,80	12,4
Control	30	56,47	59,83	3,36

Table 3 that the gained score in experimental group was greater than control group. It meant that the improvement in experimental group was more significant than control group. Therefore, the students who were STAD

method got higher improvement in writing ability that the students who were conventional method. The differences mean score of the results in pre-test and post-test of students using SPSS version 20.0 with the rubric

writing with the following bellow:

- a. The differences mean score and standard deviation between experimental and control groups in content

Table 4. The differences mean and standard deviation score in content

Content		
	Experimental	Control
	Mean	Mean
Pre-test	19.30	18.53
Post-test	22.30	19.20

Table 4 shows that the differences mean score of experimental group was higher than control group especially in post-test. The post-test of experimental group (22.30) was higher than control group (19.20). It means that the students' ability in content of experimental group could develop their idea with involving details to support the text. Meanwhile, the students on control group their content was limited knowledge.

- b. The differences mean score and standard deviation between experimental and control groups in organization

Table 5 the differences mean and standard deviation score in organization

Organization		
	Experimental	Control
	Mean	Mean
Pre-test	13.53	12.60

Post-test	15.77	13.23
-----------	-------	-------

Table 5 shows the mean score and standard deviation both experimental group and control group. The pre-test mean score of experimental group (13.53-15.77) was higher than control group (12.60-13.23) both pre and posttest.

- c. The differences mean score and standard deviation between experimental and control groups in vocabulary

Table 6. The differences mean and standard deviation score in vocabulary

Vocabulary		
	Experimental	Control
	Mean	Mean
Pre-test	11.57	11.20
Post-test	15.40	12.37

Table 6 shows the mean and standard deviation in vocabulary of experimental group and control group, when score of experimental group (11.57- 15.40) was higher than control group (11.20-12.37) both pre- test and post-test. Students' vocabulary in experimental group was improved after giving the treatment, it can see in post-test score of experimental group. Besides, standard deviation both experimental and control groups, students more various to understand the material especially in experimental group.

- d. The differences mean score and standard deviation between experimental and control groups in grammar

Table 7. The differences mean and standard deviation score in grammar

Grammar		
	Experimental	Control
	Mean	Mean
Pre-test	13,77	11,80
Post-test	17,00	12,57

Table 7 shows the differences mean and standard deviation score in grammar between experimental group and control group. The grammar assessment in experimental group was higher than control group in post-test ($17.00 > 12.57$). It means the students' grammar in experimental group was improved than control group after giving the treatment.

- e. The differences mean score and standard deviation between experimental and control groups in mechanic

Table 8. The differences mean and standard deviation score in mechanic

Mechanic		
	Experimental	Control
	Mean	Mean
Pre-test	2,37	2,43
Post-test	3,33	2,47

Table 8 shows that the differences mean score in mechanic both experimental group and control group.

The mean score in mean score of experimental group was higher than control group both pre-test and post-test especially in posttest ($3.33 > 2.47$). It means that the experimental group was improved than control group in mechanic content.

CONCLUSIONS

The results of this study reveal the improvements contributed by the implementation of the STAD method in the teaching and learning process of writing in class VIII MTs Darul Falah Islamic Boarding School. STAD can increase student motivation. It is able to attract the attention and interest of students during the teaching and learning process of writing and the STAD method is carried out only in experimental classes. The improvement can also be seen in the teaching and learning process. STAD method is done in groups can create a variety of fun learning activities so as to reduce student bored during their learning process in the classroom. The students became more confident to write and active in the classroom activities. Students are more motivated because of the reward that will be given to students who get higher score. Since the students were motivated and the writing class ran well, the students' writing skills were also improved.

BIBLIOGRAPHY

Anto, j, pt., Padmadewi, N. Y., Putra A. J.N. (2013) The Effect of Student team achievement divisions (STAD) And Learning Motivation Toward The Students' Reading Competence Of The Eighth Year Students of SMP N 3 Ubud In The Academic Year

- 2012/2013.E- Jurnal Pascasarjana Universitas Pendidikan Ganesha. Retrieved April 24, 2020 from <https://media.neliti.com>
- Blanchard, K., & Root, C. (2003a). Ready to Write: A first Composition Text. Longman: Pearson Education, Inc.
- Blanchard, K., & Root, C. (2003b) Ready to Write, New York: Pearson Education, Inc.
- Depdiknas. (2006). Standar kompetensi mata pelajaran Bahasa Inggris. Jakarta: Departemen Pendidikan Nasional.
- Eggen, P., & Kauchak, D. (2012). Strategi dan Model Pembelajaran. Jakarta: Indeks.
- Gay, L. R. (2006). Educational Research: competencies for analysis and application New Jersey. Prentice hall, Inc
- Haris, D.P. (1969). Testing English as a Second Language. New York: McGraw Hill Book Company
- Ibrahim, M., & Nur, M. (2000). Pembelajaran Cooperative. Surabaya: UNESA University Press.
- Ismail, I., Busa, Y., & Tini, T. (2018). Parental involvement in fostering the character of children's discipline at elementary school. *Jurnal Pendidikan Progresif*, 8(2), 53-67.
- Ismail, I., & Tini, T. (2020). The effect of formative assessment on students' grades in learning English. *MAJESTY JOURNAL*, 2(1), 20-30.
- Ismail, I. (2017). Is it Application of Extended Writing Truly Push Writing Student Ability?. *Edumaspul: Jurnal Pendidikan*, 1(2), 15-23. <https://doi.org/10.33487/edumaspul.v1i2.22>
- Ismail, I., Mustakim, M., & Samad, I. (2021). Integrating Google Classroom in Teaching: Changing the Learning Culture in Higher Education during a Pandemic. *MAJESTY JOURNAL*, 3(1), 22-36. <https://doi.org/10.33487/majesty.v3i1.954>
- Ismail, I., & Ramadhan, R. (2019). Improving the students' writing proficiency through collaborative writing Method. *MAJESTY JOURNAL*, 1(1), 63-76. <https://doi.org/10.33487/majesty.v1i1.56>
- Ismail, I. (2019). The Impact of Interactive Reading Using Local Folktales Stories in Supporting Students' Vocabulary Achievement in Indonesian EFL Learners. *MAJESTY JOURNAL*, 1(2), 25-37. <https://doi.org/10.33487/majesty.v1i2.119>
- Ismail, I., & Tini, T. (2020). The Effect of formative assessment on students' grades in learning English. *MAJESTY JOURNAL*, 2(1), 20-30. <https://doi.org/10.33487/majesty.v2i1.315>
- Jacob, E. (2000). Cooperative learning in context: An educational innovation in everyday classrooms. Albany: State University of New York.
- Mustika, N. (2016). Writing Ability Improvement through Student Teams Achievement Divisions at Pirayanawin Klonghin Wittaya School. Unpublished Journal of English Language, Literature, and Teaching. Jember: University of Muhammadiyah Jember. Retrieved from <https://www.semanticscholar.org>
- Novitarini, L. (2009). The use of STAD technique to improve the students' skill in writing descriptive text (an

- action research of the eighth year students of SMPN 1 Kesesi Pekalongan in the academic year of 2008/2009). Unpublished S1. Semarang: Semarang state university.
- Nullah, S. (2012). Student teams achievement division (STAD) strategy in teaching EFL. Retrieved on January, 5th, 2019 from: <https://suryanullah91.wordpress.com>
- Nura, A. (2003). Problematik pengajaran keterampilan menulis lanjut: Upaya menumbuh kembangkan minat menulis di usia dini. Komposisi, (4th ed.) 1,69-80. Padang: FBSS UNP Press.
- Regina, L. & Mary, K. (1976). Refining Composition Skill. New York: International Thompson Publishing Company
- Samad, I., & Ismail, I. (2020). ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill. *MAJESTY JOURNAL*, 2(2), 1-7. <https://doi.org/10.33487/majesty.v2i2.510>
- Sudaryanto (2001). Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik. Cakrawala Pendidikan.
- Suryani & Azlim. (2017). Improving Students' Ability in Writing Descriptive Text By Applying Student-Teams Achievement-Divisions (STAD) technique. Unpublished Proceedings of the 1st National Conference on Teachers' Professional Development. Banda Aceh. Retrieved from <http://tpd.unsyiah.ac.id>
- Wahyuni, S. (2014). Student teams-achievement division to improve students' writing skill. Unpublished journal. Kediri: Sekolah Tinggi Agama Islam Negeri (STAIN) Kediri. Retrieved from <https://inferensi.iainsalatiga.ac.id>
- Wandari, W.A., Aruan, R. & Sumbayak, D. M. (2015). Using Student Team Achievement Division (STAD) Method to Improve the Writing Ability of the Second Year Students of MTS Bustanul Ulum Pekanbaru. Unpublished journal. Pekanbaru: Riau University. Retrieved from <https://www.neliti.com/id/publications/206065>
- Warschaur, M. (2010). Invited commentary: new tools for teaching writing. *Language Learning and Technology*.