IMPROVING STUDENTS’ NARRATIVE TEXT WRITING THROUGH STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD

Ratih Kurniasari, Regina Regina, Eusabinus Bunau
Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak
Email: ratikhurniasari8@gmail.ac.id

Submitted: 19 April 2022  Accepted: 27 June 2022  Online Published: 28 July 2022
doi: 10.26418/jeep.v3i2.54281  URL: http://dx.doi.org/10.26418/jeep.v3i2.54281

Abstract
The aim of this research is to find out how the use of Student Team Achievement Division (STAD) improves students’ narrative text writing. This research was Classroom Action Research (CAR) which was conducted in two cycles. The research subject was XI IAI students of MAN 1 Pontianak consists of 38 students. The researcher collected the data of students’ improvement in writing from students’ results of writing narrative text, observation checklist, and field notes. It was found that students’ narrative text writing improved from cycle 1 to cycle 2. The implementation of STAD improved students’ skill to compose narrative text corresponding with the aspects of writing: content, organization, vocabulary, language use, and mechanics. Besides that, the students’ teamwork and the courage to answer questions also increased due to the rewards given by the researcher. Therefore, the researcher recommends using STAD as a technique to teach writing narrative text.

Keywords: Classroom Action Research, STAD, Writing Narrative Text

To cite this paper (in APA style):

INTRODUCTION
English is a global language that is spoken or written to communicate with people all over the world. It is also one of the subjects that is learned by the students at school. Based on the 2013 curriculum (K13), English is divided into 4 skills such as speaking, reading, writing, and listening. Moreover, in this curriculum, students in the Eleventh-grade must be able to write several texts such as recount text, descriptive text, and narrative text.
Students need some strategies in writing to create a good text. The students need to make the text with the right structure and grammar. Moreover, the students need to master not only the writing aspects which are spelling, punctuation, capitalization, diction, and grammatical accuracy but also the ability to select, organize and integrate it into a proper composition in a text.

The researcher observed that the students in MAN 1 Pontianak thought that writing narrative text is difficult, the learner needs more time to finish their writing. They do not know the structure of the narrative text that they are going to write. It is because the students are lacked of vocabulary and are still confused with the use of past tense in narrative text. As a result, in the classroom activity, the students did not participate actively.

This study was carried out by the researcher in order to solve the problems. This research focused on students’ narrative text writing by using STAD technique. According to Slavin (as cited in Ferina, 2015), there are five major components in STAD; class presentation, teams, quiz, individual improvement score, and reward. These components are applied by the researcher in teaching writing narrative text. Increasing student discussion, more varied conversation, a more comfortable environment, better motivation, more negotiation of meaning, and increased amounts of interpreted input are just a few of the benefits of learning English (Richard and Renandya, 2002). This statement is also in line with Rakhman & Syatroh (2015), STAD’s principal idea is to encourage and support students in mastering skills taught by the teacher.

A previous study entitled improving students’ writing ability by using student team achievement division (STAD) conducted by Laili (2017) found that there was some improvement shown by the students. The students were more concentrated on the lesson. It showed by the students became enthusiastic in volunteered themselves to answer the teacher’s questions.

STAD is cooperative learning. When it comes to language learning, the cooperative learning technique is an outstanding teaching instrument (Arnadottir, 2014). In addition, Palmer (1998, p.1) mentioned that students are divided into four or five in each group with a heterogeneous mix of high, average, and poor performance from a variety of ethnic origins and genders. By dividing them into small groups, it could help them increase their social interaction. This statement is supported by the research findings from Nair. Nair (2018) found that there was an improvement in students’ writing ability. During the process of group activity, the students were actively engaged in the writing process as their social skills. It indicates that the small group is more effective in doing a group task than the large group, and it makes the students easier to discuss the task.

Since it has such a positive effect on the writing and performance of the students, the researcher did this study to investigate the use of Student Team
Achievement Division (STAD) to enhance narrative text writing. This study focused on students in the eleventh grade at MAN 1 Pontianak.

RESEARCH METHOD
Research Design
In this study, the researcher used a Classroom Action Research (CAR) approach. According to Mettetal (2001), CAR is a means for teachers to figure out the classroom performance so the teacher may enhance their students' learning. Cohen, Manion, and Morriso (2005, p.226) point out that Classroom Action Research (CAR) could be implemented in any situation where a problem implicates people, tasks, and procedures cries out for a solution, or when some transformation in the future results in a better desirable outcome. It indicates that the focus of classroom action research is to figure out a solution to classroom problems. Furthermore, according to Cresswell (2012), when an educational problem needs to be solved, action research is used. So, the researcher did this study to solve the problems raised previously. This research contains four stages; plan, action, observe and reflect which are referred to as a cycle. The cycle might be a loop of cycles that repeat continuously once the action study has reached a satisfying conclusion and decides it is time to end (Kemmis & McTaggart, 1988 as cited in Burns, 2010, p.20).

The four main stages described by Burns (2010) are as follows:
1. Planning
   In this section, the student’s problem was analyzed by the researcher and the teacher to develop a strategy for solving the problem. The researcher and the teacher used the Student Teams Achievement Division (STAD) approach to assist the students with their issue of writing a narrative text in this study. The lesson plan, students' worksheets, observation checklist, field notes,
teaching media, and some instructional materials were all developed jointly by the researcher and the teacher.

2. Acting

In this stage, the researcher applied the strategy that was determined previously. The researcher took the role of the teacher, while the English teacher helped the researcher observe the classroom activity. Five components of STAD are applied in this stage. In the class presentation, the researcher checked the student’s attendance, inform the students’ activities and learning goals. Then, the researcher explained the definition, the structure, the language features, and the example of narrative text.

The researcher then divided the students into groups and gave group assignments to them. The groups consisted of four or five students that set aside their different levels of ability, gender, and ethnicity. Then, the researcher gave 2 kinds of quizzes; group and individual. The next stage was the researcher took students’ individual scores. Then gave rewards to the students who answer the quiz correctly.

3. Observing

The researcher must observe the activity, the effect of the action, and the opinions of the people involved at this stage and then interpret it. It is the process of data collection in which the researcher gathers information on the situation, gathers evidence, and determines whether the action was successful or not. During the teaching and learning process, the teacher took some notes and observed the students' behavior using an observation checklist and field notes. It was used as an additional reference to see the students' performance in the classroom besides the students' individual tests.

4. Reflecting

In the last stage, the researcher and the teacher assess and describe the effects of the action in order to comprehend the issue they had investigated. The information gathered from the classroom observation activities was shared, examined, and assessed by the researcher and the teacher, and information is collected to get insights into what had been done. A further cycle was applied to get a better result for students’ performance.

Subject of the Research

The researcher conducted the research on the students at class XI IAI of MAN 1 Pontianak located in Jalan Haruna. The class consists of 37 students with 23 female students and 14 male students. Based on the information from the English teacher, most of the students’ writing narrative text scores in that class were below the passing grade in that school. So, the researcher conducted the research on those students.
Technique of Data Collection
To acquire data, observation and measurement techniques were used by the researcher. It helped the researcher reflect on whether the action given is successful in improving students’ writing narrative text. In order to observe things related to the research focus, the teacher monitored the student’s performance during the teaching and learning process by using an observation checklist and field notes as guidance to notice students’ improvement by using STAD technique. Meanwhile, the researchers taught and gave some tests to students. The measurement technique is used to determine the achievement in each cycle by measuring the essay test.

Tools of Data Collection
1. Observation Checklist Sheet
   The observation checklist sheet was used as an additional source for gaining the data. Cresswell (2003, p.213) stated that observations, in which the researcher collects field notes on students’ behavior and activities at the location of the study. It means that the researcher also described the students’ activity, condition, and the situation in the classroom during the research, including how the researcher taught the lesson, the student’s responses, and how the students finished the assignments and answer the quizzes.

2. Field Note
   The field note was made by the teacher during the implementation of the research. It was useful to record the progress and obstacle in the classroom. These notes also useful for the researcher to see the progress of students during the learning process.

3. Quantitative Data Test
   A measurement test was used to assess the students’ progress in writing narrative text by using STAD technique. The purpose of the test is to determine the students’ capabilities, failings, and problems, Cohen et al. (2007). In this research, the students did an essay test such as writing narrative text.

Technique of Data Analysis
In this study, the researcher collected both qualitative and quantitative data. The qualitative data were acquired from observations and field notes, while the quantitative data were acquired from the essay test. In analyzing the data, the researcher used some formulas.
1. To get students’ score from their test, the researcher used formula as follow:
   \[
   \text{Students' score} = \frac{\text{total score acquired}}{\text{maximum score}} \times 100
   \]
   In order to determine whether the students passed or not passed the lesson, the minimal score for the English subject at school was utilized in this researcher.
2. To assess the students’ classical achievement, the researcher used the formula below:
Whole class completeness = \( \frac{\sum_{\text{students who scored } \geq 75} \text{total students in the classroom}}{100\%} \)

The students’ individual scores are then classified into the qualification below:

<table>
<thead>
<tr>
<th>Students’ Score</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>50-69</td>
<td>Average</td>
</tr>
<tr>
<td>0-49</td>
<td>Poor</td>
</tr>
</tbody>
</table>

(Modified from Heaton, 1998)

If the class completion rate is at least 75% of the total number of students in the class, the researcher considers the class is a success. Meanwhile, if the percentage below 75% indicates the class is unsuccessful.

RESULT

This study was conducted in two cycles with the participant from class XI IAI in MAN 1 Pontianak.

1. **Cycle 1**

   **Planning:** The researcher discussed the students’ problems with the English teacher. Then, prepare the material such as; lesson plans, teaching media, and students’ worksheets. To support the data, the researcher prepared research tools such as an observation checklist and field notes.

   **Acting:** The researcher began the teaching activity by greeting the students and checking the students' attendance. Then explained the lesson materials including the definition, structure, and language features of narrative text. As an example of narrative text, the researcher showed Roro Jonggrang story. Then, the students analyzed the structure and language features of the text.

   After that, the teacher divided the students into 8 groups of 4-5 persons with different levels of student achievement. The researcher spread the students‘ working sheet containing two tasks. The first task contained the story of “The Legend of Toba Lake”. The students filled the blank space and identified the structure. In the second task, the students wrote the narrative text. The researcher provided two titles of legend stories in Indonesia that can be chosen by the students.

   The researcher then gave some quizzes, which were answered individually. The researcher instructed the students to fill in the blank spaces in the story by writing it on the board and underlining the language features; verbs, adverbs, and time conjunction. The story was taken from the group task. When answering it, the students did not allow to read the text. The researcher rewarded the students who correctly answered the
questions. After that, the researcher provided two titles of legend stories in Indonesia and instructed the students to choose and compose a narrative text individually based on the required instructions.

**Observing:** While the researcher explained the lesson, the collaborator observed the learning process and gathered information using an observation checklist and field notes. It showed the group and individual activities were not really doing well. The students had difficulty starting to write the story and were confused to write the story by using the past tense. The students also did not really active in participating to answer the quizzes. The students need more time to think and to raise their hands for answering the question.

Then the researcher analyzed the student’s individual tests. There were 15 students classified as poor, 10 students as average, and 13 students classified as good. The highest score received was 89 and the lowest score was 60. The mean score was only 73.31579 which qualified as average. There were 21 students who did not reach the English lesson's minimal score of 75. It means that only 44.7% of students passed the lesson.

**Reflecting:** Based on the observation stage, there were 21 students of 38 students had scored below the standard of English lessons. In addition, it is only 17 students passed the KKM. It could be concluded that the first cycle did not go as planned by the researcher. To solve the problems found during the learning activity. The researcher continued to take this study to the second cycle. Therefore, the researcher needs to revise and focused on solving the problems which still exist.

2. **Cycle 2**

**Planning:** The researcher prepared the new teaching material such as lesson plans, teaching media, and students’ worksheets. To support the data, the researcher prepared research tools such as an observation checklist and field notes.

**Acting:** In this cycle, the researcher applied a new activity to fixed the problem that happen in cycle 1. The researcher greeted and checked the students' attendance. The research mentioned that the activities in the classroom were similar to the activities from the previous meeting. To refresh the students' memories of the lesson material, the researcher explained the social function, structure, and language features of narrative text. As an example of narrative text, the researcher displayed Roro Jonggrang story. Then gave the students a task to analyzed the structure and the language features of Roro Jonggrang story. Then the researcher instructed the students to compose a sentence by using the past tense. The researcher checked the students’ work which have difficulties in the first
cycle. All of the students that have been checked have no difficulties in writing the sentence. So, the researcher proceeded to the next activity. The researcher divided the students into 8 groups which consisted of four or five students with different students’ achievements. The members are the same as in the previous cycle. The researcher spread out the students' worksheets. The students did the same task with the first cycle but have different stories. In the first task, the students fill the blank space and identified the structure of Nyi Roro Kidul story. The students have no difficulties while doing the task.

In the next task, the students chose one of two titles of legend stories in Indonesia which were provided by the researcher. The students then wrote a narrative text based on the requirements stated in the worksheet. In this stage the students have improved from the previous cycle, the students have no difficulties in writing narrative text.

After that, the researcher gave some quizzes that answered individually. The researcher projected a gaps story on the whiteboard. The students were instructed to fill blank spaces by writing the answer on the whiteboard and underlining the language features. The story was taken from the group task. The text was not allowed to be read by the students. The researcher rewarded the students who correctly answered the questions. Then, the researcher provided two titles to be chosen by the students to write a narrative text as an individual task based on the requirements that have been given.

Observing: In cycle 2, the collaborator collected data in the learning process using data collection instruments such as an observation checklist and field notes, as in the previous cycle. During this cycle, the students had a lot of improvement. The students were easier to express their thought in the text. The students were already familiar with the form of narrative text such as the correct structure and the use of past tense. The students also actively in discussing to write in a group task. They were also excited to volunteer to answer the quizzes given by the researcher. All the students answered correctly.

This is also in line with the improvement of students’ individual scores. There were 3 students classified as poor, 16 students as average, 16 students classified as good, and 3 students classified as excellent. The highest score was 93 and the lowest score was 66. The mean score was 79,57895 which qualified as good. There were 8 students who did not reach the minimum score of the English lesson which is 75. It means that 78.9% of students in the classroom passed the minimum standard of English lesson.
Reflecting: Based on the observation stage, the mean score and individual score were improved. From the data, the students’ individual scores are described in Figure 2.

![Figure 2. Student’s Score](image)

As seen in the chart above, the students’ classification percentages on the individual test increased from cycle 1 to cycle 2. The students’ score was classified into 4 categories; poor, average, good, and excellent. The researcher found that the amounts of students who got poor scores decreased on the second cycle. In the first cycle, the students who were categorized as poor 39.47%, average 26.31%, good 34.21%, and excellent 0%. Then in the second cycle, the students who were classified as poor 7.89%, average 42.10%, good 42.10%, and excellent 7.89%. This data proved that the amounts of students who were classified as average, good and excellent has improved in cycle 2. In this cycle, 30 students out of 38 students already got a score above the KKM. Furthermore, the mean score increased from 73.31579 to 79.57895. Because it already showed an improvement, the researcher decided to stop the research.

DISCUSSION
Referring to the data collected from students’ individual tests and observations while doing the research, the researcher gained so much information to interpret the result of this research. The research question “how does the use of Student Team Achievement Division (STAD) improve the narrative text writing of Eleventh-grade students at MAN 1 Pontianak in the academic year 2019/2020”

Referring to research findings, the students improved their narrative text writing skills. It was indicated by the students having no difficulty expressing their idea. The students already know the use of past tense in narrative text. Because of that, the students’ scores were improved. The students also discussed in a group task actively. They were also eager to correctly answer the quizzes given by the researcher.
The researcher found some problems while conducting this research. For example, some students were still confused to write the story in past tense. The students did not use the correct verb in the text. To overcome the issues, the researcher instructs the students to write a sentence in the past tense in the second cycle. The researcher focused on the students who got a score below KKM to make sure the students do the task correctly based on the aspects which assess: content, organization, vocabulary, language use, and mechanics.

This research was in line with the previous study conducted by Laili (2017) and Nair (2018). Those studies found that there were some improvements shown by the students. Laili found that the students became more active volunteered themselves in answering the teacher’s questions, and the students were more concentrated on the lesson. Besides, Nair found that during group work, the students were highly involved in the writing process and showed good social skills. The improvement showed after STAD was implemented in the class. The similarity of the research findings is to develop students’ writing through STAD.

Referring to the data collected from students’ individual tests and observations while doing the research, the researcher gained so much information to interpret the result of this research. The researcher concluded the action hypothesis that “the use of Student Team Achievement Division (STAD) improves students’ narrative text writing on the Eleventh-grade at MAN 1 Pontianak in the academic year 2019/2020”.

CONCLUSION AND SUGGESTION
The researcher determined that the student's ability to write narrative text has improved. It can be concluded from the research findings and discussion in the preceding section. It can be indicated by the number of students who fulfil the school's English lessons with a minimum score. There were 21 students who did not pass the standard in the first cycle.

The number of students who did not pass the standard decreased to eight students in the second cycle. The teaching-learning activity also showed an improvement. The students are also more enthusiastic about the teaching-learning process. Furthermore, the students already know on using the correct verb in the narrative text and the students understand differentiating the structure of the text. It means that the implementation of STAD makes a good result in writing narrative text.

The researcher would like to provide some recommendations based on these research findings: (1) While using STAD as a teaching technique, the teacher should apply the appropriate assignment for teaching in order to make students more interested, (2) This technique can be applied to achieve learning goals. The teacher should give more attention and guidance to the students.
who have difficulty understanding the lesson, (3) Since some students are not familiar with the vocabularies especially the use of verbs in the past tense, it is necessary to translate the words in front of the class.

REFERENCES


