

## THE EFFECTIVENESS OF THE STAD METHOD IN THE TEXT OF WRITING LESSONS ENGLISH PROCEDURE IN CLASS IX STUDENTS OF JUNIOR HIGH SCHOOL PLUS AL-KAUTSAR MALANG

**Aprilla Iswatul Sholikha**

Islamic State University Maulana Malik Ibrahim Malang

[aprillaais0904@gmail.com](mailto:aprillaais0904@gmail.com)

**Pujiyati**

Madrasah Aliyah Negeri Kota Blitar

[pupuj84@gmail.com](mailto:pupuj84@gmail.com)

### ABSTRACT

This study aims to improve the ability to compose procedural texts for students of class IX SMP Plus Al-Kautsar Malang by applying the learning method using the Student Team-Achievement Division (STAD) method. This research uses Classroom Action Research which is conducted in two cycles, with each cycle consisting of planning, implementation, observation and reflection. The subjects of this study were students of class IX SMP Plus Al-Kautsar Malang in the odd semester of the 2022/2023 academic year, totaling 17 students. Data collection in this study was carried out in two cycles. Cycle 1 shows the percentage of learning outcomes of 52.9%, from the data it is known that 8 students are still below the minimum completeness criteria. Then in cycle 2 the percentage of learning completeness reached 100%. So, it can be concluded that there is a very significant increase in learning outcomes from the use of the STAD learning method.

**Keywords:** Procedure Text, Student Team-Achievement Division (STAD), Learning method.

### ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan menyusun teks prosedur peserta didik kelas IX SMP Plus Al-Kautsar Malang dengan penerapan metode belajar menggunakan metode STAD (Student Team-Achievement Division). Penelitian ini menggunakan Penelitian Tindakan Kelas yang dilakukan dalam dua siklus, dengan tiap siklusnya terdiri atas perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah peserta didik kelas IX SMP Plus Al-Kautsar Malang semester ganjil tahun pelajaran 2022/2023 yang berjumlah 17 siswa. Pengumpulan data dalam penelitian ini dilakukan melalui dua siklus. Siklus 1 menunjukkan persentase hasil belajar sejumlah 52,9%, dari data tersebut diketahui 8 siswa masih berada di bawah kriteria ketuntasan minimum. Kemudian pada siklus 2 prosentase ketuntasan belajar mencapai 100%. Sehingga dapat disimpulkan bahwa terdapat peningkatan hasil belajar yang sangat signifikan dari penggunaan metode belajar STAD.

**Kata Kunci:** Teks Prosedur, STAD (Student Team-Achievement Division), Metode Pembelajaran

## INTRODUCTION

Humans have an essential trait that is always behaving and interacting. In interacting humans use language as a medium to communicate with other individuals. Language is used as a medium to convey and express an idea or thought. Therefore, language becomes important in all aspects of human life. English is a global language that is the main language in many countries around the world. Even in Indonesia, English is the second language after Indonesian. Therefore, English language education is very important and needed by the community with the aim of facilitating active communication in English both in writing and orally in official communication and needs in everyday life. There are four skills in learning English, including speaking, reading, listening, and writing skills.

Writing is an activity to channel or express thoughts, ideas, feelings, or opinions in writing aimed at others by paying attention to linguistic rules indirectly. The benefits of writing include being able to develop intellectual and social mentality in a person, fostering initiative and creativity in a person's personality, and can also stimulate the willingness and ability to collect information. Of the many benefits that can be taken, in fact there are still many people who do not like writing activities, one of the reasons is not having talent. The reason for the reluctance to write is also inseparable from the writing experience experienced by a person while studying at school. This is what makes writing activities as one of the language skills that need more attention in learning at school. Writing skills such as writing procedural texts will make it easier for students to solve problems they will encounter in everyday life.

Based on observations made by researchers in class IX students of SMP Plus Al-Kautsar Malang, it is known that there are several factors that influence student interest in compiling procedural texts including (1) low self-confidence in students caused by the assumption that learning to write is a difficult subject and boring, this greatly affects students' writing skills, (2) boring teaching methods, (3) students' lack of interest and motivation to practice writing, and (4) students have not mastered English vocabulary. For this reason, learning to write procedure texts requires a fun learning method. However, of course, in the selection of learning methods, various considerations are needed such as the suitability of the subject matter, the level of student abilities, and the teacher's ability to manage the class (Han & Yin 2016). Based on these considerations, one of the learning methods that can be used in writing procedure texts is the Student Team-Achievement Division (STAD) method.

STAD is the most studied variation of cooperative learning, and is the best model to encourage students to encourage and help each other to master the skills taught by the teacher (Sometimes 2017). According to Laa (2017) the STAD method emphasizes activities and interactions between students to help each other in mastering the subject matter, in order to achieve the expected goals, students are placed in learning teams to work together in groups to complete the tasks given by the teacher. This method has advantages in the form of cooperation and a sense of responsibility for students, because in this method students are not

only required to be able to learn the material provided but they also have to be ready to provide and teach the material to other group members, it's just that the success of the group depends on success by each individual (Widyastuti 2012).

The objectives to be achieved with this classroom action research are to describe the effectiveness of using the Student Teams Achievement Division (STAD) method in learning to write English procedure texts for class IX students of SMP Plus Al-Kautsar Malang. In addition, this classroom action research can also be used as a source of information in the application of the Student Teams Achievement Division (STAD) in other materials or subjects. The benefits of this classroom action research for teachers and students are: for teachers, (1) motivating teachers to be able to develop the creativity of their professional assignments, (2) providing an overview of the level of effectiveness of the Student Teams Achievement Division (STAD) method, (3) providing appropriate feedback. objective. For students (1) giving students confidence and responsibility, (2) providing experience in improving writing skills, (3) giving encouragement to interest and motivation in writing, (4) providing writing skills.

## **LITERATURE REVIEW**

### **1. Writing Skills**

Iskandarwassid and Dadang Sunedar (2009: 248), argue that among the four abilities (listening, speaking, reading, and writing), writing is an ability and language skill that must be mastered by students which of these skills students can express thoughts, ideas, ideas, or feelings through written or indirect language.

Dalman (2015: 4) also argues that writing is a process of conveying thoughts, fantasies, feelings in the form of meaningful signs or writings in which activities include assembling, compiling, painting a symbol or sign or writing in the form of several letters that form words, A collection of words forms a group of words or sentences, a collection of sentences in the form of a paragraph, and a collection of paragraphs forms a complete and meaningful discourse or essay. This also agrees with Tarigan (2013:22). According to him, writing is an activity to illustrate or paint graphic symbol or schemes that describe a language that is understood by someone, so that people who understand the language can read the existing graphic symbols.

Based on some of the definitions above, it can be concluded that writing is a communication activity in conveying ideas, ideas, opinions or arguments using indirect language in the form of writing. Writing skills are productive skills that are used to produce language for the delivery of meaning. Therefore, writing skills must be continuously improved and developed through regular training and regular practice so that writing skills can be achieved well..

### **2. Procedure Text**

Procedure text is a text that contains a sequence or steps that must be followed so that a job runs according to the rules. The procedure text describes how something can be done through a series of steps or actions (Wartiningsih, et al: 2017: 2). This also agrees with Intiana (2014: 179), according to him, procedure text is a text that provides instructions on how to do something through a series of actions or steps that show several stages in accordance with predetermined steps.

### **3. Student Teams Achievement Division (STAD) Method**

According to Slavin (2010:143) the Student Teams Achievement Division (STAD) learning model is one of the cooperative learning methods whose implementation is still related to conventional learning. This makes the Student Teams Achievement Division (STAD) learning method considered one of the simplest methods and can be recommended to be a start for teachers who are new to using a cooperative approach. This method is carried out by the teacher by forming student study groups and providing information with variable presentations and tests every week. This method is carried out by the teacher by dividing students into several groups. The group that has been divided consists of 4-5 people, each group is heterogeneous, which means that it consists of men and women who come from various ethnic groups, having average abilities, namely high, medium, and low. This also agrees with Juraini (2016) which states that the Student Teams Achievement Division (STAD) type of cooperative learning is a learning method by forming small groups with 4-5 students and heterogeneous in nature. The Student Teams Achievement Division (STAD) learning model is more concerned with the attitude of student participation in developing cognitive and affective potential.

Ibrahim in Rinawati (2009:4) also said that the Student Teams Achievement Division (STAD) learning model is one of the simplest cooperative models developed with the aim of improving students' academic learning outcomes, the contribution of diversity in the sense that students must be able to learn and get used to it. diversity with each other, and the improvement of social life in students

## **METHOD**

This research uses classroom action research. The classroom action research method used is a spiral model whose research stages are divided into four stages, namely planning, implementation, observation, and reflection. The planned action is the application of the Student Team Achievement Division (STAD) type of cooperative learning model which aims to improve students' ability to compose procedural texts.

The research was carried out for 2 times, namely on Monday, September 12, 2022 and Monday, September 19, 2022. This research was carried out at SMP Plus Al-Kautsar Malang which is located at Jl. Blimbing Indah Circle No. 2-7 Araya - Malang, Pandanwangi, Kec. Blimbing, Malang City, East Java Province. The subjects of this study were students of class.

SMP Plus Al-Kautsar Malang with a total of 17 people, including 9 women and 8 men. The research was carried out in the odd semester of the 2022-2023 school year. The stages are carried out after a situation analysis is carried out by the researcher. The analysis includes aspects of students' writing skills, analysis of assessment habits, and analysis of the learning process. Then the next research process is arranged according to the learning implementation plan in a series of iterative cycles. If the first cycle has not shown the expected success, the classroom action research steps are repeated in the second cycle after reflection. And so on until the expected improvement or improvement is achieved. The success of learning focuses on process aspects and outcome aspects. The process is seen from the teacher's performance in applying the Student Teams Achievement Division (STAD) method, student participation, and the development of students' writing skills. While the outcome aspect is seen from the value of compiling procedure texts which are assessed from the aspects of accuracy of content and themes, text structure, accuracy of work steps, grammar, and vocabulary. If 85% of students score above the Minimum Completeness Criteria, which is 74.04, the application of the Student Teams Achievement Division (STAD) method is considered successful.

## RESULTS AND DISCUSSIONS

This classroom action research was carried out in two cycles, each cycle was carried out through four stages, namely planning, implementation, observation and reflection. Before carrying out the first cycle of action, the researcher first carried out pre-cycle activities. Pre-cycle activities are carried out to determine the characteristics and learning styles of each student.

### Cycle 1

In cycle 1, the researcher only provides material that will be used for discussion when learning using the STAD method. In this cycle the researchers only used the lecture learning method. On the sidelines of the researcher explaining and delivering the material, the researcher also occasionally asked related questions and asked students to answer these questions and express their opinions. Some students dared to express their opinion, because they answered and shared it with other students or close friends. At the end of the lesson, the researchers also continued to evaluate learning in the form of each student working on the practice questions independently. The questions provided by the researcher are in the form of several questions regarding the procedure text material which includes definitions, functions, generic structure, and language features that have been explained by the researcher at the beginning of the lesson. After the assessment, the results of the class research in the first cycle showed that the results of learning completeness of class IX A students of 17 students in compiling procedure texts were 52.9% with an average of 74.7. The results obtained still do not meet the requirements of classroom action research because there are still 8 students who do not meet the minimum completeness criteria (KKM). Therefore, based on observations made by researchers in cycle 1, it can be concluded that students still cannot understand and

master the material well. For this reason, further action is needed by carrying out activities in cycle II. For complete results attached in the following table:

<b>Achievement</b>	<b>Cycle 1</b>
Highest Score	100
Lowest Score	42
Average Score	74,7
Completed	9
Not Completed	8
Completeness Learning	52,9%

Table 1. Student Learning Outcomes Cycle 1

## Cycle II

Based on the problems that occurred in the first cycle, in the second cycle the researchers used the STAD method. This method was chosen by the researchers to improve the ability to write procedural texts in class IXA SMP Plus Al-Kautsar Malang. This method is done by dividing students into several groups in one group consisting of 4-5 people. Each group is divided heterogeneously, consisting of men and women, coming from various ethnic groups, having high, medium and low abilities. Then each group is given one picture in the form of pictures of food/drinks/tools whose function is to determine what products they should write into the structure of the procedure text. Then students are given time to discuss with their groups to write the product that they can become an appropriate procedure text arrangement. After the assessment in cycle II, the average score obtained by students is 100, so that in this cycle there has been an increase and has reached the criteria for completeness. This is evident from the percentage of completeness that has exceeded 85%, which is 100%. Based on these data, when compared between cycles I and II, it can be seen that there is an increase of 47.1% where the results have reached the minimum completeness criteria (KKM). Meanwhile, according to existing research, if 85% of students score above the KKM which is 74.04 then the implementation of STAD (Student Teams Achievement Division) is considered successful. The complete results can be seen from the following table:

<b>Achievement</b>	<b>Cycle 2</b>
Highest Score	100
Lowest Score	0
Average Score	100
Completed	17
Not Completed	0
Completeness Learning	100%

Table 2. Student Learning Outcomes Cycle 2

Based on the two data above, it can be concluded that there was an increase in the results of writing procedural texts for students of SMP Plus Al-Kautsar Malang. It is proven in the percentage of completeness and the increasing average value of students. In the first cycle, 19 students' learning completeness in writing procedure texts was 52.9% with an average of 74.7 and there were 8 students who did not meet the minimum completeness criteria. In the first cycle, the highest score obtained from student learning outcomes was 100 and the lowest score was 42. Although in this cycle there were several children who had achieved scores above the minimum completeness criteria, there were still 8 children whose scores had not reached the minimum completeness criteria. Therefore, the researcher continued the research in cycle II.

In cycle II, the researcher focused on learning by using the Student Teams-Achievement Divisions (STAD) method and by using this method, it can be concluded that there was a significant increase in student learning outcomes. It is proven that the percentage of learning completeness of 19 students in writing procedure texts is 100% and all students have met the minimum completeness criteria with an overall score of 100. Based on these data, it can be seen that there is an increase of 47.1% where these results have reached the minimum completeness criteria. From the increase in learning outcomes, it can be concluded that the use of the Student Teams-Achievement Divisions (STAD) method in writing procedure texts in English for class IX students of SMP Plus Al-Kautsar Malang is successful because it has achieved the desired criteria and can be terminated without proceeding to the third cycle stage.

The researcher also found that the use of the Student Teams-Achievement Divisions (STAD) method was considered very effective in the learning process. Based on the observations of the researchers, the students looked more enthusiastic and more enthusiastic in participating in the learning process. It is evident from their activeness in asking questions related to the material to their group leaders. This is also in line with Jumakir (2021), according to him the use of the Student Teams-Achievement Divisions (STAD) learning method can increase student creativity because each student can explain to other students and help each other in developing ideas or answering questions and of course this is more facilitate students in fun learning problems.

## CONCLUSION

Based on the results of research and observations conducted on class IX students of SMP Plus Al-Kautsar Malang, it was proven that the use of the Student Teams Achievement Division (STAD) method succeeded in attracting the attention, enthusiasm, and enthusiasm of students in English lessons, especially in the "Procedure Text" material. The use of the Student Teams Achievement Division (STAD) method is also proven to be able to significantly increase learning outcomes, this can be seen from the average produced in cycle 1 of 74.7 while in cycle 2 it becomes 100. The increase in learning outcomes can also be seen from the percentage of learning completeness which is greatly increased. from cycle 1 to cycle 2 is 47.1% where the total percentage reaches 100%. From these results it can be concluded that the use of the

Student Teams Achievement Division (STAD) method in class IX students of SMP Plus Al-Kautsar Malang was declared successful and the cycle could be ended without continuing in cycle 3.

Then with the implementation of classroom action research conducted by researchers, it is hoped that further researchers will (1) develop and provide learning media so that students are more enthusiastic in participating in learning and easier to understand the material, (2) If the research uses the STAD method, it is hoped that researchers should paying attention to the time allocation during the research, (3) the need for further research so that learning can run more effectively

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