
THE EFFECT OF STAD METHOD IN WRITING DISCUSSION TEXT ABILITY AT THE XII GRADE STUDENTS OF SMA NEGERI 1 SIPIROK

ESTER HUTABARAT
IPTS (INSTITUT PENDIDIKAN TAPANULI SELATAN)

esterhutabarat51gmail.com

Abstract

The aim of this research is to find out whether there is any significant effect of STAD method in writing discussion text ability to the twelfth grade students of SMA Negeri 1 Sipirok. In order to achieve the aim of this research, the writer carried the quantitative approach by applying experimental method. The population was the twelfth Grade Students of SMA Negeri 1 Sipirok, which consists of 150 students. The writer used cluster sampling technique to get the sample. The whole amount samples were 60 students. The data was collected by using composition test as an instrument. The writer used statistic processes in analyzing data. They were descriptive and inferential analysis by using the formula of "t-test". After calculating the data, it was found that the mean score of students' writing discussion text before using STAD method is 69.84, it is categorized "enough". While the mean score of students' writing discussion text after using STAD is 75.93, it is categorized "good". The result of the analyzed data shows that t_o is greater than t_{or} ($3.15 > 2.00$). So, the hypothesis is accepted. It means there is a significant effect of STAD method to students' writing discussion text ability (a study to the twelfth grade students of SMA Negeri 1 Sipirok).

Keywords: STAD Method, Writing Ability, Discussion Text

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari metode STAD dalam kemampuan menulis teks diskusi terhadap siswa kelas XII SMA Negeri 1 Sipirok. Untuk mencapai tujuan penelitian ini, penulis melakukan pendekatan kuantitatif dengan menerapkan metode eksperimental. Populasi adalah siswa kelas XII SMA Negeri 1 Sipirok, yang terdiri dari 150 siswa. Penulis menggunakan teknik cluster sampling untuk mendapatkan sampel. Jumlah keseluruhan sampel adalah 60 siswa. Data dikumpulkan dengan menggunakan tes komposisi sebagai instrumen. Penulis menggunakan proses statistik dalam menganalisis data. Mereka adalah analisis deskriptif dan inferensial dengan menggunakan rumus "t-test". Setelah menghitung data, ditemukan bahwa skor rata-rata teks diskusi menulis siswa sebelum menggunakan metode STAD adalah 69.84, dikategorikan "cukup". Sedangkan skor rata-rata menulis teks diskusi siswa setelah menggunakan STAD adalah 75,93, dikategorikan "baik". Hasil dari data yang dianalisis menunjukkan bahwa lebih besar dari t_{or} ($3,15 > 2,00$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari metode STAD terhadap kemampuan menulis teks diskusi siswa (studi kepada siswa kelas dua SMA Negeri 1 Sipirok).

Kata Kunci: Metode STAD, Kemampuan Menulis, Teks Diskusi

I. INTRODUCTION

English is an international language which is very important for life, especially in education, so it is important to teach English in every school in Indonesia. The purpose of teaching English is based on curriculum. Means, teaching and learning English is aimed to make the students are able to use English both orally and written based on their environment.

In learning English, there are four skills which are expected to be achieved by students, they are writing, reading, speaking, and listening. To master all of these, it should be supported by many subjects or materials which are taught based on curriculum such as, vocabulary, reading, writing, grammar, genre, etc.

Writing is important to support learning English because it can build a written communication among people from different areas. When writing is applied, it is related to genre which discusses about kinds of text, such as narrative, descriptive, discussion, procedure, expository, hortatory exposition, analytical exposition, recount text, etc. From all kinds of texts have been mentioned, the writer only chooses discussion text.

Discussion text is a process of finding common ground between two thoughts, ideas or different opinions. And discussion text can be defined as a text which contains about a problematic discourse. Writing discussion text is the important basic competence that must be mastered by students. It includes how to put the letters, words, sentences, or paragraphs with the ideas so can produce a discussion text.

In fact, most students at the XII grade of SMA Negeri 1 Sipirok cannot read well. They find difficulties when writing genre, especially discussion text. It can be seen from their score of English that is on the average 65 (DKN of the XII grade students of SMA Negeri 1 Sipirok: 2013). Meanwhile, the Criteria of Minimum Learning Mastery of SMA Negeri 1 Sipirok are 75 (KKM of the XII grade students of SMA Negeri 1 Sipirok: 2013).

Although the English teachers have done various efforts and endured to repair the quality of the students ability in English. Such as change the course book, give motivation, make exercises in writing discussion text, completed the school facilities, etc. But the result is still dissatisfy. Many factors that come from teachers also students give effect to their achievement in English. The important factor is the method that the teacher used in teaching English is not appropriate. Because the method monotonous, so that the students are not

interest in learning English especially discussion text so they become boring. The writer is afraid if that problem are not handling as soon as possible, the result of their learning are still dissatisfy, especially in learning English. Or they will be fail in their UN.

So, to solve that problem, the teacher should be able to choose method that are suitable for teaching English. If the method of teaching and learning is suitable with the students need, the result of learning will be satisfying. Henceforth, method is very important to improve the students achievement in English.

Based on the explanation above, the writer concludes that STAD method is the best and very important method in teaching discussion. Therefore the writer is interested in a study about " The Effect of STAD method in writing discussion text ability to the XII grade students of SMA Negeri 1 Sipirok.

1. Writing Discussion Text

Writing is the process of the communication which uses conventional system to convey the meaning to the receiver or word to form sentences, paragraph, verse and so forth. Roger (2008:250) says, "Writing is a highly complex method of expression involving the integration of eye-hand, linguistic, and conceptual abilities". Sokolik in Linse (2005: 98) says, "Writing is a combination of process and product". According to Nation (2009: 113), "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use". Writing is related to genre. In this research, the writer chooses discussion text.

Discussion text is a text to present a problematic discourse. This problem will be discussed from different point of view. It present pro and contra opinion on certain issue, one side is agreeing the issue and the other is disagreeing that issue. Johns (2002: 22) says, "Discussion text is discusses an issue in the light of some kind of "frame" or position. It means provide more than one point of view on an issue". Wales (2001:69) says, "Discussion text are used to look at more than one side of an issue. Pardiyono (2012: 8) says that discussion text is the text to discuss an issue in two points of view; to show the strength and the weakness".

In addition, Siahaan (2006: 121) states, "Discussion text is a written English text in which the writer presents some points of view about an issue." It means the issue is the

component, which function to present a statement or preview of a topic of the argument. From the above explanation, the writer concludes that discussion text is a text which provides more than one point of views on an issue.

2. Teaching Method

Teaching methods is used to help student in receiving material from the the teacher. According to Ahmadi (2005:52) method is a way that is used by teacher in a classroom. Yamin (2007:152) says that method is the way to do or present, describe, give the sample, and give the practice of lesson for student to research specific purpose. It means the teacher uses methods to teach materials to find the purpose of knowledge. Similarly, Faturrohman at al (2007:55) stated teaching method is the way how to serve the materials of subject for the students to the goal. The teaching method purposes to make the teacher easy to teach in front of class and it also able to motivate the student to study well.

Based on explanation previously, the writer assumed that teaching method is the way to deliver the knowledge and must be related to the goals of teaching learning proses. The teacher should be able to choose the suitable methods for teaching English well.

There are several methods of teaching which can be applied by teacher in teaching and learning process especially in discussion text. In this research, the writer only discuss about STAD method which was developed to enhance the writing discussion text.

STAD is one of cooperative learning and simple, most extensively researched forms all cooperative learning. It is a good model to begin the students who are new to the cooperative approach. Slavin (2009:143) says, "STAD merupakan salah satu metode pembelajaran kooperatif yang paling sederhana, dan merupakan model yang paling baik untuk permulaan bagi para guru yang baru menggunakan pendekatan kooperatif." It means STAD is a cooperative learning method simply and it is good modeling for teacher that using cooperative approach.

According to Trianto (2010:26), "STAD ini merupakan salah satu tipe dari model pembelajaran kooperatif dengan menggunakan kelompok-kelompok kecil dengan jumlah anggota tiap kelompok 4-5 orang siswa secara heterogen." It means STAD method is the students form in a team who member four until five person, they are mixing based on achievement, gender and tribe.

Meanwhile Hamdani (2011:35) says that Students Team Achievement Division (STAD) is

cooperative learning approach simply, it used student's team to presentation of mastery or topic to giving information for other students. In addition, Istarani (2012:19) said that STAD is one type cooperative learning method which used groups and beginning with presentation of purpose, presentation of material, discussion, quiz and teams' achievement.

In order to get the benefit of teaching writing recount text by using STAD Method, a teacher should follow some steps. According to Slavin (2007:143) there are five steps of STAD method, they are:

a) Class Presentation

Materials in Student Team Achievement Devisions (STAD) are initially. Introduced a class presentation. Class presentation in STAD differ from usual teaching only in that they must be clearly focused on the STAD unit. the way make the students must careful attention during the Class Presentation because this is can help them on the quizzes.

b) Team Building

On the team building in STAD the students are divided into several group of Four members with members heterogenous. The major function of the Team is to prepare to do well on the quizzes. In the Team they are discussing problem together, comparing answers, and correction some mistakes in them conception.

c) Quizzes

Quizzes is after one to two periods of teacher presentation and of team practice, the teacher take individual quizzes to students. Student are not to helps another during do quizzes. It is make the students sure responsible for knowing the materials.

d) Individual Improvement

The idea behind the Individual Improvement scores is to give each students a performance goal that the student can reach, but only she or he worrks harder performs better than in the past.

e) Team Recognition

After each team obtained predicate and score team, the taecher give the reward to each team according predicate or team score. Giving reward in Team Recognition can be motivation the students to active learn and help their patners to get great poin.

Next, Rusman (2011:214) there are five steps of STAD method, they are:

Step 1: Group

Students are divide to groups, where the groups have 4-5 students, they must class heterogenic in academic achievement, gender and ethnic.

Step 2: Presentation

For the first the teacher submits the target and motivation purpose to give information about the lesson has been reached and motivated the students to learn. Then explain the purpose of the lesson then explains the mastery. The teacher give motivation for the students to be active learn and creative. In learning process the teacher uses media to relation with the daily activity. The teacher also explains hope the lesson for skill students to do the task.

Step 3: Team

Students studies in group or team. The teacher prepares worksheet as a guidance for work group, so the of member of team have the task. When the team works, the teacher is research, give tuition and help them to do the task. Work of the team is a characteristic of the STAD.

Step 4: Quiz

The teacher gives evaluation to know the result of learn with give quiz about the lesson then gives the value toward presentation of team. When the quiz is doing, the students are not joint with their team. It is due to know responsibility of individual student in their skill to learn the lesson. The teacher gives target score according to level of difficulties the test.

Step 5: Achievement

After the quiz had finished, the teacher checks the worksheet and gives the value. Next the teacher gives achievement for teams' efficacy.

Next, Istarani (2012:20) said that steps of STAD method are: 1)divided class into heterogen groups, 2) teacher teaches material, 3) teacher gives task to groups and then students do it with their groups self, 4) teacher gives quiz/question to all students. At aswering question, students cannot help their friends, 5) giving evaluation, 6) conclusion.

In addition, Trianto (2009:71) said that there are five steps of STAD method, they are:

1) Set teaching equipment

Before begin the learning process, prepare the set of teaching equipment,such as rpp, student's book, LKS include the answer.

2) Forming cooperative group

Determining the member of group expended so that the ability in group heterogeneous and the ability of one group with the other group relative homogeny.

3) Forming the beginning score

The beginning score that is used in cooperative class is point of test before. The score can change after quiz.

4) Arrangement the seat

Arrangement the seat in cooperative class also need arranged well. It is important to support the success of cooperative learning.

5) Work team

To prevent of the obstruction in cooperative learning STAD tipe, work team training should be done before to introducing each individu in group.

From explanation above, the writer concludes Students Team Achievement Division (STAD) method is a model of cooperative learning that can be applied in learning process in the class where the teacher used it for the first cooperative learning approach. STAD method have five steps, they are 1) class presentation, 2) team, 3) test, 4) individual score and 5) teams' achievement.

II. METHODOLOGY OF THE RESEARCH

The writer will takes SMA Negeri 1 Sipirokas the place of this research. The process of this research will conduct for three months January until March 2015 because the ability of the writer is very limited.

According to Sugiyono (2009: 1) "Methods of educational research can be interpreted as a scientific way to obtain valid data to the destination can be discovered, developed and demonstrated a certain knowledge that in turn can be used to understand, anticipate and solve problems in education. In addition, Arikunto (2010: 50) says that research method is the way that a researcher used in collecting data in a research or the research method is a scientific way that can be used to obtain data that can be used for research purpose.

From above explanation, the researcher concludes that research method is a scientific way to obtain valid data to the destination can be discovered, and can be used for research purpose.

The researcher uses experimental method in doing this research. According to Fathoni (2006: 99) experimental method is the way to study the influence of a certain variable to the other. It is done through trial in specific condition which is created by the researcher itself. In addition, Musfiquon (2012: 60) says that experimental method is method of research used to test cause-effect between variables through manipulation, domination and observation.

The experimental research controls the selection of participant for the study and divides the selected participant into more groups having similar characteristics at the start of experiment.

According to Gay (2000: 122) "Population is the group of interest to the researcher, the group to which she or he would like the results of the study become generalization". In addition, Wilcox (2009: 4) says that a population of participants or objects consists of all those participants or objects that are relevant in a particular study.

From explanation above, the researcher concludes that population is the group of interest to the researcher that will be a subject of the research. So, the population of this research is the Twelfth Grade Students of SMA Negeri 1 Sipirok which consists of five classes. The total of population are 150 students.

According to Arikunto (2006: 130) "Sampel adalah sebagian atau wakil populasi yang diteliti". It means that sample is a part of population which will be researched. Furthermore, Sudijono (2008: 280) says that sample is a small proportion of population which should be researched chosen or determined for the analysis need.

Based on the above quotation, the researcher chooses 60 students or from the total number of population.

A research must have an instrument because a good instrument can guarantee for taking the valid data. According to Arikunto (2006: 109) "Instrument adalah alat yang digunakan untuk mengumpulkan data". It means that instrument of the research is a tool of facility is used by the researcher in collecting data.

From explanation above, the researcher concludes that instrument in doing research, researcher must use instrument, and it is a tool to measure variables.

In collecting data, the researcher gives the test to the students. While kinds of test that used as instrument of collect the data needed in writing recount text is multiple choice. To analyze the data, the researcher prepared a test that will perform by students after that the all the data has been collected is be analyzed by using statistic. To analyze the data the writer uses t-test formula as Sudijono (2008: 284).

III. RESULT

After collecting the data from students' writing discussion text before using STAD. It is found the highest score is 85 and the lowest score is 55.

The writer describes the students who get score 50-55 are 4 students or 13.3%, score 56-61 are 6 students or 20%, score 62-67 are 9 students or 30%, score 68-73 are 5 students or 16.7%, score 74-79 are 4 students or 13.3%, and score 80-85 are 2 students or 6.7%.

Based on the distribution of the data previously, the writer finds most of students get score about 62-67. There are 9 students or 30% get it. It can be categorized "enough".

From the calculation, it is known the mean of students' writing discussion text is 69.84, it is categorized "enough". Median is 65 which is categorized "enough" and mode is 65 which is categorized "enough".

Next, the data from students' writing discussion after using STAD, It is found the highest score is 95 and the lowest score is 60.

The writer describes the students who get score 60-65 are 4 students or 13.3%, score 66-71 are 5 students or 16.7%, score 72-77 are 10 students or 33.3%, score 78-83 are 5 students or 16.66%, score 84-89 are 4 students or 13.3%, and score 90-95 are 2 students or 6.7%.

Based on the distribution of the data previously, the writer finds most of students get score about 72-77. There are 10 students or 33.33% get it. It can be categorized "good".

From the calculation, it is known the mean of students' writing narrative paragraph is 75.93, it is categorized "good". The median is 75 which is categorized "good" and mode is 75 which is categorized "good".

The data which is taken will answer the hypothesis that the writer has explained previously. The data is analyzed by using t test formula. From the calculation, it can be known that t_{test} is 3.15 and t_{table} is known as number 2.00 at 5% significant level. After finding the score of t_{test} and t_{table} , both of the scores are difference. It is found that t_{test} is bigger than t_{table} ($t_{test} 3.15 > t_{table} 2.00$). It means that the hypothesis is accepted.

IV. DISCUSSION

In this research the writer found that by using STAD method is better than by using Conventional Method in writing Discussion text at the Twelfth Grade Students of SMA Negeri 1 Sipirok. It means STAD method is a suitable method in writing Discussion text. From the result of this research, the writer will compare with the previous related research. Meanwhile in the previous research by Liya Novitarini's research at 2009 with the title "The Use of STAD Technique to Improve The Student's Skill in writing Descriptive Text" shows some conclusions, they are:

- 1) The students' progress during the teaching and learning activity by using cooperative learning called STAD technique was good. The student's achievement in writing descriptive texts improved. It was supported by the result of the research which shows significant improvement from the pre-test (56.26%) to the post-test (74.35%). So, the result of the students' achievement increased 18.09%.
- 1) The STAD technique applied in teaching writing descriptive texts could be an effective method. It was very useful for the improvement of the students' skill in writing a descriptive text. The results show that the students' progress during the treatment was good enough: (61.50%) in first the cycle and (67.70%) in the second cycle. Besides that, in the STAD teaching technique. There are some processes: (1) the students are more dominant than the teacher so they do not feel bored during the activity, (2) there is a problem-solving process, where the students with their group/team are able to solve the problem in their team by themselves, (3) there is take-and-give process by which the students are expected to be active to cooperate with each other in opinion matters so they are able to help, share and appreciate each other.

- 2) Based on the questionnaire, most of the students said that the use of STAD technique could help them in improving their skill in writing a descriptive text. Moreover, it could increase the students' motivation in learning English.
- 3) The students also considered that the kind of action was necessary for them and they expected that cooperative learning such as STAD would be given regularly and continuously. Nevertheless, the teacher has to know about the classroom arrangement, because it influences the classroom life, willingness to learn and an effort in carrying out school tasks. If there are no appropriate instructions from the teacher, the students will tend to make some noise without regarding the discussion goal.

As it is the first time for the writer to conduct a research, the writer realized that there are some mistakes and weaknesses that can be seen in this research. However there is limitation, the writer hopefully, this research might be as a reference for other researchers in carrying out other research.

CONCLUSION

1. Conclusion

From the result of the research which is found in this research, the writer concludes that there is a significant Effect of STAD to students' Writing Discussion Text Ability (A Study to The Twelfth Grade Students of SMA Negeri 1 Sipirok). Finally, the writer wants to say that maybe STAD Method is not the best one but something that the writer found after using this method that if you are looking for a way to make your class work more consistently with the communication approach this is it. And hopefully, there would be further studies observing another advantages of STAD Method not only in writing but also in other linguistic skills.

2. Implication

Based on the result of the research, the writer concludes that grammar translation method is suitable method to be apply in teaching writing discussion text. With this method, students can convey their ideas, arguments in writing text especially discussion text. Therefore, for the next time, the teacher should use STAD method in teaching writing this text.

In addition, the teachers must enrich their knowledge and master the materials. It means, the teachers should master the rules of the method which is used in teaching writing discussion text because by using suitable method can influence the students to be more active in teaching and learning process.

Besides that, the teacher should motivate the students to add their knowledge in writing discussion text, more active to do exercise, etc. The teacher also must give new vocabularies when teaching that attract the students interest when teaching and learning process in order the students are able to express their idea, feeling or sense in writing. So that, the goal of teaching and learning can be reached.

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