

**IMPROVING THE ABILITY OF THE SECOND YEAR STUDENTS OF  
SMA NEGERI 2 PEKANBARU IN WRITING REPORT TEXT  
BY USING STAD METHOD**

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*This research was intended to know whether the use of Student Teams-Achievement Division (STAD) can improve the ability of the second year students of SMA Negeri 2 Pekanbaru in writing report text. The researcher was helped by a collaborator and used observation sheets and field notes as the instruments of the research. Besides, she also used writing test to see the improvement of students' writing skill on each cycle. The research started on April 30, 2012 and ended on July 2, 2012.*

*At the beginning of cycle 1 the average score of the students' writing skill was 54,2 At the end of cycle 1, it is improved to 63,5, and at the end of cycle 2 it is improved to 75,3. The factors of Student Teams-Achievement Division that influence the students' writing skill are: (1) Class Presentation; (2) Group Study; (3) Individual Quiz; and (4) Team Recognition.*

*Based on the finding, it was concluded that Student Teams-Achievement Division can improve the ability of the second year students of SMA Negeri 2 Pekanbaru in writing report text.*

**Keywords:** *writing skill, Student Teams-Achievement Division, report text*

## INTRODUCTION

Writing activity is an inseparable part of learning process. It takes an important role in communication in giving expression of thoughts in written form. Students can practice their knowledge of grammar and vocabulary to express ideas or comments in well organized paragraphs. The students of senior high school are expected to be able to write paragraphs. They have to be able to write correct sentences and arrange them into a good paragraph.

One of the crucial issues related to KTSP is the use of genre in English teaching. According to Gerrot and Wignel (1994) there are twelve genres all together. They are recount, reports, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion and reviews. The second year students of senior high schools have studied some kinds of genres: narrative, descriptive, recount, and procedure in the first year, and narrative and report text at the second year. Every genre has a social purpose, generic structures, and language features. Thus, there are so many aspects the students have to consider before writing a text.

Based on the interview and the small survey that the researcher had done in SMA Negeri 2 Pekanbaru, many students have difficulties in writing. It could be seen from several aspects. First, as the teacher stated in the interview, the students of SMA Negeri 2 Pekanbaru, especially the second year students, really lack of writing. It could be seen from their activities in the classroom. The students are passive and get bored easily. They rarely give attention to the teacher's explanation. Thus, the students have lack of vocabulary and limited knowledge in. The impact is the yet poor score.

To prove the statement of the teacher, the researcher did a small survey to find out the ability of the students in writing.

After the participants acquired, the researcher did the small survey. The test was about writing the report text because they have just finished studying about report text. The students were asked to write a paragraph about the topics given in the certain time. After the test finished, the researcher asked the teacher to help her correcting the students writing. As expected, the

result of the test showed that there were only 8 out of 40 students who could achieve the minimum standard of SMA Negeri Pekanbaru, which is 70. The rest failed to reach the minimum standard. After calculating the data, the researcher found out that the average score of the students was only 48. This means that the learning material is not mastered yet. Thus, in the researcher's opinion, there is a serious problem.

In order to help and to improve the students' ability in writing a report text, Student Teams-Achievement Division (STAD) seems to be an effective way that the teacher can implement in the classroom. The researcher acknowledges that the main problem of students is that they are bored in the classroom because the teacher still dominates the teaching and learning process and the students tend to be passive. For this reasons, it is important to find methods to increase the students' interest.

Based on the explanation above, the researcher presumed that there were several problems faced by the students. They are (a) the students are bored and passive in the classroom, (b) the students do not pay attention when the teacher explains the lesson, (c) the students are not diligent enough to do the assignment, (d) The students do not know how to make a good writing, (e) The students have lack vocabulary and limited knowledge in grammar.

To solve the problem, the teacher should improve her teaching technique from teacher-centered to student-centered to attract the students' attention and make the students feel involved in teaching and learning process. Student Teams-Achievement Division (STAD) seems to be the effective way that the teacher can implement in the classroom (Slavin, 1994). The researcher acknowledges that the main problem of students is that they are bored in the classroom because the teacher still dominates the teaching and learning process and the students tend to be passive. For this reasons, it is important to find methods to increase the students' interest.

In cooperative learning of STAD, the students learn more from their mates. The students can express their arguments or ideas each other, discuss,

and do the tasks together. By these activities, it is expected that STAD can improve the students' writing ability.

Based on the explanation above, the purposes of the research are: (1) to find out whether the use of Student Teams-Achievement Division can improve the students' ability in writing report text; (2) to find out what components of writing can be improved by using Student Teams-Achievement Division.

Hopefully, the result of this research will give contribution to: (1) the English teachers in SMA Negeri 2 Pekanbaru to increase her self-confidence and teaching performance; (2) the researcher herself who has experience in conducting STAD in teaching writing; (3) the students of SMA Negeri Pekanbaru where the researcher conducted the research to improve the students' ability in writing report text; (4) Everybody who reads this journal to have an insight about the use of STAD in teaching writing.

## **REVIEW OF RELATED LITERATURE**

### **1. Writing Skill**

Since writing is including in one of the skills in English language learning that the students should achieve, there are some reasons that writing help the students to learn, as Raimes (1983) stated. The first reason is that writing reinforces the grammatical structures, idioms, and vocabulary that we have taught to the students. Secondly, when the students write, they also have chances to be adventurous with the language, to go to beyond what they have just learned to say. And, the last reason is that, when they write, they necessarily become very involved with the new language: the efforts to express ideas and the constant use of eyes, hand, and brain is a unique way to reinforce learning.

Blanchard and Root (2003:1) say that writing can be difficult even in our own language. In a new language, writing can be even more difficult. The good news is that writing involves skills that we can learn, practice and

master. Houge and Oshima (1978:3) also say that writing, particularly academic writing is not easy. It takes study and practice to develop this skill.

To support the ideas, Langan (2000: 4, 12) states that students should have desire to learn how to write, since writing is a skill. He also says that writing is the matter of how students can organize their idea in the form of written information for special mean.

According to Hughes (1989: 91-93), there are five general components of writing, they are; (1) Grammar which is important for the students to master grammar because it is the basic understand of language. As Nunan (1995) says, exists to enable us to mean, and without grammar, it is impossible to communicate. In report text, the tense that is used is simple present tense; (2) Vocabulary, because in order to write well, the ability to choose and use the appropriate vocabulary should be mastered. So, they can explore many deeply about what ideas they want to express properly; (3) Mechanics which includes some matters such as spelling, punctuation, and capitalization. Spelling is important in order to make a meaningful writing. If the word is misspelled, the meaning of the sentence or even the story will be changed. Punctuation is a command for the reader to raise his voice or drop his speed and stop reading. If the writer misses it, the meaning will not be the same; (4) Fluency, when the choice of structure and vocabulary consistently appropriate; (5) Organization which is important for a paragraph to have an organization, which means that all of the sentences in it discuss only one main idea. If the sentences in the paragraph are not directly related to the main idea, the paragraph is said to have no good organization. Especially in a report text, the organization has what we called schematic or generic structure where the organization of the text divided into two ideas. They are generic classification (stating classification of general aspect of a thing) and description (describing the thing which will be discussed in detail).

Nunan (1985: 91) states that writing is clearly complex, and competence of writing is fluency accepted as being the last language skills to be accurate. Before the students begin to write, they should first master the

language units. This knowledge will be useful for the students and of course important in order they can express what they actually want to express. As the result, the reader can understand either the implicit or explicit idea of the writing easily.

From this point of view, it could be concluded that writing must be done in a very systematic way of action and thought because writing activities are trying to communicate ideas, thoughts, and feelings in written forms. The most important aspect that must be considered is whether it can communicate effectively to the audience before considers the other aspects. However, writing will be effectively understandable by audience if it presents clear idea or information.

## **2. Student Teams-Achievement Division (STAD)**

Slavin (1994) pointed out that STAD is not a meant as a comprehensive teaching method, but rather as a way to organize classes, with the principal goal being to accelerate the achievement of all students. The approach operates on the principle that students work together to learn and are responsible for their teammates learning as well as their own.

Consistent with the core principles of cooperative learning outlined earlier, STAD emphasizes having team goals and success dependent on the learning of all group members. Slavin believed that the most important thing was for students to learn as a team and to recognize that the work of the team is not completed until all team members understand the content (Slavin, 1994). He, in addition, outlined three central concepts of STAD; (1) Team rewards; (2) Individual accountability; (3) Equal opportunities for success

### **The Advantages of STAD**

Slavin (1994) identifies the advantages and disadvantages of social interaction teaching strategies. Here are the advantages of using STAD as a teaching method; (1) This learning model involves many students directly in doing the tasks and the students whose better academic competence can assist

their mate in understanding the lesson; (2) This learning method makes the students be responsible for making sure that all the team members mastered the material because they will be given team score instead of individual score; (3) Group activity allows the students to be more relaxed and enjoy the lesson, grow their sense of responsibility, cooperation, fair competition, and learning involving; (4) Students can relate to one another more easily than to the teacher; (5) Students learn to be patient, less critical and more compassionate; (6) It makes the assignment or project more fun; (7) Students can usually get a lot more done in a shorter amount of time.

### **The Disadvantages of STAD**

There are also some disadvantages of using STAD; (1) The process of social interaction is time consuming; (2) The focus on the process of the model may make it difficult to reach all content objectives; (3) Some students may not participate while others take on the full project; (4) The instructor must consistently monitor group behavior to maintain on task behavior

### **Implementing STAD in the Classroom**

Slavin (1994) outlined four keys components in the implementation of STAD in the classroom; (1) Class presentation is when the material in STAD is initially introduced in. This is most often direct instruction or a lecture-discussion conducted by the teacher. Class presentations in STAD differ from usual teaching only in that they must be clearly focused on the STAD unit. In this way, students realize they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores; (2) Teams which are composed of four or five students who represent a cross-section of class in terms of academic performance, sex and race or ethnicity. The major function of the team is to make sure that all team members are learning, and more specially, to prepare its member to do well on the quizzes. After the teacher presents the material, the team meets to study worksheets. Most often, the study involves students discussing problem together, comparing answers, and correcting any

misconceptions if team mates make mistakes. Team is the most important feature of STAD. At every point, emphasis is placed on team members doing their best for the team and on the team doing its best to help its members (Slavin, 1994); (3) Quizzes after each team has had one or two periods to work together to learn the content. Students are not permitted to help one another during the quizzes. Thus, every student is individually responsible for knowing the material. This allows for equal opportunity for success where “high, average and low achievers are equally challenged to do their best, and the contributions of all team members are valued” (Slavin, 1994). Any student, regardless of his/her level can contribute equally to the team score. Each student begins with a base score calculated from an average of their grades on previous work, and are awarded points according to how well they can improve on these base scores. Team points are calculated as follows:

- More than ten points below the base score – five points
- One to ten points below base score – ten points
- Base score to ten points above – twenty points
- More than ten points above or a perfect score – thirty points.

Individual improvement scores are added together and divided by the number of people in the group to get a team score and teams are awarded according to how well they perform as a team. One way this could be done could be as follows (Slavin, 1994):

Criterion (Team Average)	Award
15	Good Team
20	Great Team
25	Super Team

#### (4) Team Recognition

Teams that surpass the criterion set out should be given some kind of reward for their success (e.g. group certificate). Teachers can be creative in how the awards are distributed and the important thing is not so much the use



of large rewards, but rather the recognition of students' accomplishments (Slavin, 1994).

Slavin referred to research done by Elizabeth Cohen which found that it was important for teachers to be extra sensitive to the low status students who consistently have low expectations for competence. When these students do well, they should be provided with immediate, specific and public recognition. To maximize the increase in student motivation, Slavin (1994) suggested that teachers calculate the student and team scores quickly and give out the rewards.

### **The Steps of Using STAD**

STAD consists of a regular cycle of instructional activities; (1) **Class Presentation**; The teacher will explain the lesson and the activities in STAD; (2) The teacher will stimulate the students to give some feedback; (3) **Team Study**; The students will be grouped into heterogeneous groups which consist of 4-5 students and they will work on a worksheet together; (4) The students help each other in explaining the material until all team members master it; (5) **Individual Quiz**; The students get back to their seats, move their desks apart if it is possible, and do the quiz. They are not allowed to ask their friend or work together; (6) The teacher will collect the quiz and have it scored in time so the students' score can be announced at the next meeting.

### **RESEARCH METHODOLOGY**

This is an action research. According to Aqip et al (2009), action research is a research conducted by a teacher in his/her class through self-reflective which aims to improve his/her achievement in order to improve the students' achievement. The researcher decided to do an action research after found out the difficulties of the students of SMA Negeri 2 Pekanbaru in writing. By doing this research, the researcher aimed to improve the students' ability in writing and also the quality of teaching.

Action research is a process in cycle. There are some steps to do in conducting action research. Those steps are planning, action, observation and reflection. The researcher can apply a certain treatment in order to give development to the students. When there is no development, the researcher will do another treatment until the goal of learning is reached. Thus, the researcher planned to do two cycles design.

To get the data, the researcher used the instrumentation as follows: (1) a writing instruction each for pre-test, post-test 1 and post-test 2; (2) The observation sheet for the teacher's and the students' activities; (3) field notes, Then all of the data were analyzed in quantitative and qualitative form.

The teacher started the class with "Class Presentation" by explaining to the students what STAD is and how it works. The teacher had to make sure that the students know that in this method, the students have to work together in groups and every member of the group has to work together toward the group's goal. It also had to be explained that every students has the same chance to make it works for their group. After all the students understood, the teacher started to explain about the material which was report text. The teacher explained to the students about the definition, the generic structure and the language feature of report text and also presents an example of report text while explaining to the students. While doing that, it was also required for the teacher to throw several questions to the students regarding to report text.

After that, continue with the "Team Study". First, the teacher grouped the students into a group consists of four students. The number of students of XI Science 3 of SMA Negeri 2 Pekanbaru was 40 students, so there were 10 groups. The teacher gave a worksheet contains a writing instruction for each group to work on together. Each group was asked to make a writing together according to what they had learned before. Students who has not completely understand the lesson explained by teacher can also ask for an explanation from the other member of the group. In this step, the students interacted each other and had to make sure that all member of the team understand the lesson so that they could do well at the next step. While the students work together,

the teacher's job is to monitor the students and guide them if they need any help.

The next step is "Individual Quiz". In this step, every student had to work on a quiz given by the teacher without any help from their group member. That was why at the "Team Study", each student had the responsibility to make their group member understand about the lesson given.

After finish with the quiz, the teacher would collect the students' quiz and score them to give them reward at the next meeting.

## **RESEARCH FINDINGS AND DISCUSSIONS**

To know the base score of the students' writing skill the researcher conducted a pre-test test. The result of the test showed that the average score of the students' writing skill was only 54,2. In other words, the level of the students writing skill was not yet satisfactory. The students still had difficulties in expressing their ideas, opinions, or explaining and describing something in the written form. Next the researcher and collaborator arranged the lesson by applying STAD for cycle 1. The implementation of action in the first cycle was done in two meetings.

At the end of cycle 1, the researcher analyzed the field notes, and the observation checklist, the researcher found that some students got trouble in expressing their feeling, ideas, and opinions. Their problems were still in all components of writing.

The major mistakes made by the students were in terms of organizations. The students still not understand the generic structure of report text and they just wrote whatever in their mind without considering how to make a good arrangement. In term of grammar, there were many students made mistake in context of structure, but it is not to the point that their writing became un-understandable. In term of vocabulary, many students also had difficulties in choosing accurate words in expressing their ideas. Next point is

about the students' skill in term of fluency and content. In term of fluency, the students had problems in writing smoothly. They also had problems with the mechanics or the punctuations.

In the field notes and the observation sheets, it was reported the class was noisy during the team discussions. Some students were aggressive and wanted to dominate the class while the others were passive. While doing the individual quiz, some students still asked their friends for vocabulary.

At the end of cycle 2, the students' motivation toward writing became better. They enjoyed work in a team and became more competitive. Some students who were shy and passive began to actively giving opinion. Moreover, the students began to realize their roles in the discussions. Mutual understanding among the students also improved as well.

The average score of the pre-test was 54,2, improved to 63,5 at the end of cycle 1; and 75,3 at the end of cycle 2. After 2 cycles, the score that shows the students writing ability was already reach the minimum standard of SMA Negeri 2 Pekanbaru which was 70, thus the researcher decided to stop the research. After doing the reflection, the researcher and the collaborator agreed that action research in using STAD method can improve the students' skill in writing report text.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the data that has been found this research, the researcher can conclude that; (1) the writing ability of the second year students of SMA Negeri 2 Pekanbaru in writing report text can be improved by using STAD method; and (2) the component of writing which improved the most after the method applied was "Grammar".

There are also some suggestions that the writer gives in implementing STAD in the classroom. First, it would be better to highly pay attention to the students' activity in the group. Some students might be depending to other students and do nothing while the group works even though the teacher has

stressed the importance of group work and how the group's score depended on individual performances. Second, be though about the time consuming. Third, it is suggested for the teacher to find an object which is more interesting for the students to write. Last, it is very useful to reward the students for every achievement they made. The researcher finds out that reward gives a very big influence for the students in doing the task. Moreover, it motivates them to learn more about the lesson.

Finally, the researcher realizes that this research is still far from perfect, thus she hopes it can be conducted by other researchers to get a better improvement.

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