IMPROVING STUDENTS' ABILITY TO WRITE DESCRIPTIVE TEXT THROUGH STUDENT TEAM ACHIEVEMENT DIVISION (STAD)

Ida Bagus Nyoman Mantra, Loisa Laton
Universitas Mahasaraswati Denpasar-Indonesia
bagusmantra@unmas.ac.id, loisalaton84@gmail.com

ABSTRACT

The reality that has occurred so far is that many students struggle to write texts using English, which has encouraged teachers to conduct Classroom Action Research because student motivation is still low; this research aims to increase students' motivation and ability to learn English, incredibly Descriptive Text material. The image media used in this research are readily available around us, cheap, familiar, and attractive to students. The method used in this Classroom Action Research utilizes Student Team Achievement Division (STAD), which is project-based learning because it is also used to motivate students to write and even do good work. The subjects in the Classroom Action Research here are state middle school students. The research results show that image media dramatically increases students' motivation and ability to write Descriptive Text. Image media is exciting and effective as a source of ideas for students when generating ideas for writing descriptive text. So, in the end, students are motivated and able to write descriptive text well. Several things influence students' low motivation in writing recount text, including students finding English difficult, feeling bored with the learning situation, and students' lack of enthusiasm.
Keywords: ability, writing, descriptive text, STAD

INTRODUCTION

Language skills are the competencies that enable you to express your thoughts coherently and communicate with others. These skills provide a foundation for the information someone wishes to convey to the recipient. Reading, writing, listening, and speaking are four skills that make up basic language competency. While communicating, people usually integrate a combination of these skills simultaneously. Choosing the right skills depends on the message's urgency, the number of people targeted, and whether it is a formal or informal communication (Mantra et al., 2018).

Writing skills have become one of the most essential skills in the digital era. In an increasingly connected world and dependent on technology, writing well and effectively is the key to success in various fields (Widiastuti et al., 2021). This essay will discuss why writing skills are crucial in the digital age. Writing well and effectively allows a person to communicate clearly and efficiently through various media. In the digital era, much communication is done via email, text messages, or social media platforms. Writing well allows a person to convey a message clearly and avoid misunderstandings that can occur if the

message needs to be written correctly (Widiastuti et al., 2020).

Writing skills can help someone build a positive professional image in the digital era. As internet usage increases, many companies and organizations seek candidates with good writing skills for various positions, such as content writers, social media managers, or marketing workers. In many cases, writing well can be a competitive advantage for someone looking for work. Excellent and practical writing skills can help someone build a solid personal brand in the digital era. In an era where anyone can be a content creator and influencer, writing well can help attract more people's attention and build a larger audience. A good writer can attract readers and produce content that positively impacts their audience (Balta, 2018).

Good writing skills can help a person to develop critical and analytical skills that are important in the digital era. Writing requires thinking critically and processing information accurately (Maba, Widiastuti, et al., 2023). In an era where information is available in large quantities and is often not correctly verified, processing information and expressing thoughts is essential. Writing skills are critical in the digital era. Writing well and effectively allows a person to

communicate clearly and efficiently, build a positive professional image, build a solid personal brand, and develop critical and analytical skills. Therefore, we must prioritize developing writing skills in education and training and practice writing skills consistently in everyday life (Shafiee Rad et al., 2023).

Writing skills have become one of the most essential skills in the digital era. In an increasingly connected world dependent on technology, writing well and effectively is the key to success in various fields (Mantra et al., 2023). This essay explains why writing skills are so crucial in the digital age. Writing well and effectively allows a person to communicate clearly and efficiently through various media. In the digital era, much communication is done via email, text messages, or social media platforms. Writing well allows a person to convey a message clearly and avoid misunderstandings that can occur if the message needs to be written correctly (Karim, 2018).

Writing skills can help someone build a positive professional image in the digital era. As internet usage increases, many companies and organizations seek candidates with good writing skills for various positions, such as content writers, social media managers, or marketing

workers. In many cases, writing well can be a competitive advantage for someone looking for work (Maba, et al., 2023). Excellent and practical writing skills can help someone build a solid personal brand in the digital era. In an era where anyone can be a content creator and influencer, writing well can help attract more people's attention and build a larger audience. A good writer can attract readers and produce content that can positively impact their audience (Mantra et al., 2020).

Good writing skills can help a person to develop critical and analytical skills that are important in the digital era. Writing requires the ability to think critically and process information accurately. In an era where information is available in large quantities and is often not correctly verified, processing information and expressing thoughts is essential (Suteja & Setiawan, 2022). Moreover, writing skills are critical in the digital era. Writing well and effectively allows a person to communicate clearly and efficiently, build a positive professional image, build a solid personal brand, and develop critical and analytical skills. Therefore, we must prioritize developing writing skills in education and training and practice writing skills consistently in everyday life (Suteja & Setiawan, 2022).

Students can express their ideas, opinions, thoughts, and feelings by writing. It can also develop students' thinking power and creativity in writing. A person's ability to express ideas, thoughts, notions, knowledge, science, and experience is productive (Mantra et al., 2022). On this occasion, the research focused on writing skills and incredibly descriptive paragraphs. So far, based on the results of observations in the class, students' writing skills still need to improve, especially when it comes to writing descriptive paragraphs; they need help distinguishing between types of paragraphs. To be able to write, students need to be encouraged by using exciting techniques and media.

For this reason, teachers need to make efforts to make students interested so they can write well. Students also need to be able to compose sentences with excellent and correct sentence structure and language. This situation results in the ineffectiveness of learning to write in class. The paragraph writing skills of state middle school students still need to improve, especially in the basic competency of writing observation results in descriptive paragraphs. Students have yet to reach the specified standards of completion or indicators. The first indicator is that students are expected to be

able to choose a topic, which is developed into a descriptive paragraph based on the results of observations.

In this case, students still need to understand how to determine the topic used as a descriptive paragraph. This is caused by students who need to pay more attention to the teacher's explanation because they think making a paragraph is easy without determining the topic first. Teachers providing explanations to students are also less able to direct students in determining the paragraph's topic. Students should often be given practice to determine their topics using appropriate learning models, including the STAD model. Both students could compose a description paragraph framework (Shafiee Rad et al., 2023).

Students seemed confused when starting to put together a paragraph outline. To be able to compose a paragraph outline, students only need to develop a predetermined topic. In this case, the teacher should actively guide students in developing the topic into a paragraph framework. The three students were able to develop a framework that had been compiled into a descriptive paragraph. However, the reality in the field proves that state middle school students' writing ability was still relatively low.

This research improved descriptive paragraph writing skills through the STAD-type cooperative learning model. This STAD-type cooperative learning model is an alternative to learning to write descriptive paragraphs so that students become more interested in expressing their ideas in written form. It is expected to reduce student boredom in learning to write. For this reason, a new learning strategy is needed to empower students. Cooperative learning uses small groups where students work together to learn from each other, discuss and share knowledge, communicate, and help each other understand the lesson material (Adebileje & Akinola, 2020). Cooperative learning has a broader meaning than just group work. In cooperative learning, each group member is responsible for the success of their group members in achieving learning goals (Mantra et al., 2023).

Cooperative learning is developed for at least three essential learning objectives: academic learning outcomes, acceptance of diversity, and development of social skills. Slavin defines cooperative learning as a learning technique where students work in a heterogeneous group of 4-6 people. The heterogeneity of group members can be seen in gender, ethnicity, academic achievement, and social status. Several approaches are provided in the

cooperative learning model, including the Student Teams Achievement Division (STAD). STAD-type cooperative learning is an approach developed to involve students in studying the material covered in a lesson. The STAD-type cooperative learning model can introduce or demonstrate, motivate, and attract the interest of state middle school students in writing descriptive paragraphs (Joni et al, 2017).

RESEARCH METHODS

The method used in this research is the descriptive method. This method provides a clear picture or description so the author can provide data or facts. The descriptive method is a problem-solving procedure describing the actual research object. Classroom Action Research (CAR) was used in this research. Classroom Action Research is carried out through a process consisting of 4 stages: the planning stage, action stage, observation stage, and reflection stage.

The subjects of this research were 18 students of state middle school. In this study, the author chose the subjects because the learning outcomes of students' writing abilities in descriptive text learning had yet to reach maximum results. This is because most students must be more active in writing when learning descriptive texts.

Students' vocabulary mastery still needs to improve, so the delivery could be more optimal when they write in their language.

This research aims to learn steps and improve the results of writing descriptive texts by applying the STAD cooperative learning model and student responses to STAD cooperative learning in learning to write descriptive text. The author carried out several stages of this research to find the desired results. This means that the planning for implementing reflection monitoring for the cycle I am planning for implementing cycle II. the stages of each cycle will continue. In cycle I, it was continued in cycle II, an improvement from the previous cycle.

Data collection is carried out to obtain the expected data. The data collected are used to answer the problems studied in the research. Data collection can be done using several methods, namely observation, interview, and test methods, as instruments. After the data is collected, the existing data will then be analyzed. Data from observations and tests will be analyzed using quantitative descriptive analysis techniques. The descriptive technique is a technique that uses simple explanations and is related to numbers. The data analyzed using this technique is the result of improving students' writing skills in learning news texts. Quantitative

descriptive is data obtained through assignments with student presentations related to descriptive text based on the quality of the learning that has been implemented.

The author assesses the success of this research if there is an increase in student learning outcomes. Student learning outcomes are considered complete if the student's learning outcomes reach the minimum completeness criteria value or above the minimum completeness criteria value, namely 75 and above.

FINDINGS AND DISCUSSION

The researcher then describes the data obtained. Researchers must explain several things: mean, median, mode, data deviation, and variance. Previously, the data was grouped into cycles. In this section, the researcher also presents a bar diagram, line, or histogram of his data (data divided into each cycle). The purpose of presenting this diagram is to show the visual side of the data. The researcher explains quantitative and qualitative findings (student attitudes during learning) in the discussion section. The discussion presentation starts from

initial observations - cycle 1 - cycle 2. In this section, the researcher also presents a bar diagram, line, or histogram of his data (data divided into each cycle). The purpose of presenting this diagram is to show the visual side of the data.

There was an increase in the participation of state middle school students in learning activities in the initial conditions after implementing the learning model using STAD-type cooperative learning. This can be seen from the learning outcomes and student responses to learning activities, although a few problems still arise during the learning activity process. Given the problems in the initial conditions, we and the observers reflected on them so that they could be corrected in learning activities of cycle I with the hope that all students could improve their learning outcomes. Participation of state middle school students in learning activities. This can be seen from the student learning outcomes in the initial conditions. Student learning outcomes in the initial conditions with STAD Type Cooperative Learning implementation with 18 students, all of whom met the minimum completeness criteria.

Table 01. Results of Observation of Student Activities

No	Rated aspect	Presentation	
		Cycle I	Cycle II
1	Actively engage	50%	80%
2	Students ask	50%	55.5%
3	Students dare to express opinions	40%	70%
4	Students answer questions	45%	75%
5	Students complete assignments on time	50%	80%
	score rate	46,3%	75.68%

Table 02. Results of observations of teacher activities in PBM

No	Rated aspect	Presentation	
		Cycle I	Cycle II
1	Appreciation	6	7
2	Explanation of material	6	7
3	Explanation of the STAD-type cooperative model	5	7
4	Heterogeneous group division technique	4	6
5	Guiding study groups in discussions	5	7
6	Give quizzes/questions	5	6
7	Conduct evaluation	6	7
8	Give individual and group awards	5	7
9	Announces team and individual records	4	6
10	Gathering materials	5	8
11	Closing learning	6	7
	Score rate	64.78 %	85.22 %

Table 03. Results of Learning Evaluation Observations

No	Rated aspect	Presentation	
		Cycle I	Cycle II

1	Able to write description text	75%	86%
2	Able to present the results of group work	50%	60%
3	Dare to respond to opinions verbally	40%	60%
4	Able to express opinions orally	48.4%	62.5%
5	Students actively participate in the learning process	67.2%	90.0%
	Score rate	57.00%	74.0%

Table 04. Observation of Learning Outcomes

No	Rated aspect	Presentation	
		Cycle I	Cycle II
1	Average value	68.43 %	78.94 %
2	The highest score	93 %	98 %
3	Lowest value	40 %	50 %
4	Percentage of students who complete	68.75 %	93.75 %
5	Percentage of students not completing	31.25 %	6.25 %

Table 05. Student Satisfaction Questionnaire Observations

No	Aspects that are assessed	Presentation	
		Cycle I	Cycle II
1	Students with very low satisfaction	3 %	5 %
2	Students with low satisfaction	12.5 %	3.12 %
3	Students with moderate satisfaction	28.27 %	18.75 %
4	Students with high satisfaction	62.50 %	78.13 %
5	Students with very low satisfaction	3 %	4 %

The tables show that: 1) The final score of observing student activities in cycle II increased from 46.3% to 75.68%, categorized as active students. 2) The final score of observing teacher activities in PBM in cycle II increased from 64.78% to 85.22%, categorized as good. 3) The final score of learning evaluation observations was 57.82% in cycle I and an increase in cycle II, namely to 74.0%. 4) The final score of observing learning outcomes in cycle II was an increase in the average

value, namely from 68.43 to 78.94; the highest increase in value was from 93 to 98, the lowest value was from 40 to 50, the percentage of students who completed was from 68, 75% to 93.75% and students who did not complete from 31.25% to 6.25%.

STAD-type cooperative learning can increase student activity and learning outcomes when rewriting news. Judging from the observation of the student satisfaction questionnaire, the observation score of the student satisfaction questionnaire from cycle I to cycle II, namely students with very low satisfaction from 3.1% in cycle II to 0%, students with low satisfaction from 12.5% in cycle II to 3.12%, students with moderate student satisfaction from 28.87% to 18.75% in cycle II, students with high satisfaction from 62.50% in cycle II to 78.13%. If seen from the observation results, the level of satisfaction with learning outcomes is very influential. This is proven by high student satisfaction with the learning process can also influence high student learning outcomes.

CONCLUSION

Based on the problem formulation, the results of class action research, which was carried out in two cycles over four meetings, the results of data analysis, and a discussion of the results of this class action

research can be concluded as follows: 1) the process of learning to write descriptive paragraphs based on the results of observations through the STAD-type cooperative model for students of state middle school has gone well and is running smoothly and experiencing improvement. This is shown by increasing activeness and independence and presenting the results of their work during the learning process. The increase was recorded as 1) a score of 42.91% with an average score of 3.33, a good category in cycle II from an average of 2.33 with a sufficient category in cycle I. 2) writing ability based on the results of the description of state middle school students experienced improvement after being given learning through the STAD type cooperative model.

Indonesian language subject teachers should utilize the STAD-type cooperative model as an alternative for learning to write descriptive paragraphs based on observation results. The STAD-type cooperative model has improved the learning process. In the learning process of writing descriptive paragraphs based on observation results through the STAD-type cooperative model, students become more active, more independent, and have the courage to present the results of their work. Likewise, students' poetry writing

skills also experienced significant improvement. Apart from that, learning to write poetry using the STAD-type cooperative model can change students' behavior, making them more disciplined, better prepared, more active, able to answer questions, and familiar with their environment.

REFERENCES

Adebileje, A., & Akinola, A. (2020). Teaching and learning English as a second language in Nigeria: Examining evolving approaches and methods. *Theory and Practice in Language Studies*, *10*(9), 1015–1024. https://doi.org/10.17507/tpls.1009.02

Balta, E. E. (2018). The Relationships Among Writing Skills, Writing Anxiety and Metacognitive Awareness. *Journal of Education and Learning*, *7*(3), 233. https://doi.org/10.5539/jel.v7n3p233

Joni, D. A. A. W., Nitiasih, P. K., & Artini, L. P. (2017). A COMPARATIVE STUDY OF THE EFFECT OF DIFFERENT TECHNIQUES OF COOPERATIVE LEARNING AND SELF-CONFIDENCE UPON STUDENTS'SPEAKING COMPETENCY. *International Journal of Language and Literature*, *1*(2), 133-141.

Karim, R. A. (2018). Technology-Assisted Mind Mapping Technique in Writing Classrooms: An Innovative Approach. *International Journal of Academic Research in Business and Social Sciences*, *8*(4). https://doi.org/10.6007/ijarbss/v8-i4/4146

Maba, W., Bagus, I., Mantra, N., Ayu, I., Sri, M., Denpasar, U. M., & Info, A. (2023). *Teachers of 21 Century :*

Teachers ' Roles in. *2*(6), 2405–2410.

Maba, W., Widiastuti, I. A. M. S., Mantra, I. B. N., Suartama, I. K., & Sukanadi, N. L. (2023). Learning loss: Impact of the COVID-19 pandemic on the students' psychosocial condition. *Journal of Education and E-Learning Research*, *10*(2), 209–214.

Mantra, I. B. N., Astawa, I. N., & Widiastuti, I. A. M. S. (2018). Integrating Innovative Experiential Learning in Cyclic Teaching Sessions of English Speaking Classes. *SOSHUM : Jurnal Sosial Dan Humaniora*, *8*(2), 185–190. https://doi.org/10.31940/soshum.v8i2.992

Mantra, I. B. N., Handayani, N. D., & Kumara, D. G. A. G. (2022). Brainstorming, Activating, Reinforcing And Applying (BARA) To Upraise Students' Reading Comprehension. *International Journal of Linguistics and Discourse Analytics*, *4*(1), 41–48.

Mantra, I. B. N, N., Widiastuti, I. A. M. S. (2023). Brainstorming , Exploring , Sharing , Transferring Knowledge (Best) As An Effective Strategy To Upraise Students ' Writing Skill S. *JOSELT (Journal on Studies in English Language Teaching)*, *4*(1), 21-30

Mantra, I. B. N., Handayani, N. D., Pramawati, A. A. I. Y., & Widiastuti, I. A. M. S. (2023). Brainstorming Combined With Project-Based Learning as an Effective Learning Strategy in Writing Classrooms. *Journal of Language Teaching and Research*, *14*(6), 1590–1596. https://doi.org/10.17507/jltr.1406.17

Mantra, I. B. N., Widiastuti, I. A. M. S., Handayani, N. D., & Pramawati, A. A. I. Y. (2020). English Language Urgency For Tourism And Hospitality Employees To Boost Global Economy. *PalArch's Journal of Archaeology of Egypt/Egyptology*,

17(7), 5458–5469.

Shafiee Rad, H., Namaziandost, E., & Razmi, M. H. (2023). Integrating STAD and flipped learning in expository writing skills: Impacts on students' achievement and perceptions. *Journal of Research on Technology in Education*, *55*(4), 710–726.

Suteja, S., & Setiawan, D. (2022). Students' critical thinking and writing skills in project-based learning. *International Journal of Educational Qualitative Quantitative Research*, *1*(1), 16–22.

Widiastuti, I. A. M. S., Astawa, I. N. D., Mantra, I. B. N., & Susanti, P. H. (2021). The Roles of English in the Development of Tourism and Economy in Indonesia. *SOSHUM: Jurnal Sosial Dan Humaniora*, *11*(3), 305–313.

Widiastuti, I. A. M. S., Mantra, I. B. N., & Murtini, N. M. W. (2020). An Analysis of Text Writing Acquisition by Pre-Service Teachers. *International Journal of Linguistics and Discourse Analytics (IJOLIDA)*, *1*(2), 25–31.