

Chapter II

Student Team Achievement Division (STAD)

In this chapter presents the literature review that is relevant to this research problem. This chapter will elaborate about the theories that are relevant to this research problem, such as the implementation of Student Team Achievement Division (STAD) cooperative learning method, writing skills, descriptive text, and previous research.

2.1 Student Team Achievement Division (STAD)

One of the social-based learning models is cooperative learning. Slavin in Isjoni (2009) described cooperative learning as a learning model where students learn and work in small collaborative groups of five people in heterogeneous groups. The assessment system is done in groups. Each group will receive a reward if it is able to perform the required achievement, and will have a positive dependence. This positive dependence is what makes the individuals will have a sense of responsibility to help each other, will have motivation for the success of the group, so that individuals will have the same opportunity to contribute to the success of the group.

Riyanto (2010) explained that cooperative learning is a learning model designed to develop academic skills, social skills, and interpersonal skills. Ibrahim in Rusman (2014) stated that cooperative learning is a learning activity that uses student learning patterns in groups to establish cooperation and positive

interdependence in the structure of tasks and goals. Cooperative learning models are developed to achieve academic results and are effective for developing students' social skills. Learners may share ideas and examine their own ideas freely. Therefore, learning should be able to provide motivation to maximize its potential, foster activity, and foster the creativity of learners, as well as ensure the continuity of a dynamic learning process.

Cooperative learning has several variations of models, one of them is Student Teams Achievement Divisions (STAD). Student Teams Achievement Divisions or it called STAD is one of the cooperative learning models applied to overcome students' diverse abilities. It method was first developed by Robert E. Slavin. Slavin (2010) argued that STAD is one of the simplest cooperative learning models because the learning activities are still closely related to conventional learning. This method is seen as a simple technique and best used by teachers who are new to cooperative approaches.

According to Sriyati, et al. (2014) in the STAD learning method, students are grouped into learning groups consisting of four or five students who are a mixture of different academic abilities, so that each group has students with high, medium, and low levels of ability. In line with that Ibrahim (2000) stated that the STAD learning method is one of the simplest forms of cooperative learning models and was developed to achieve at least three important learning objectives, namely increased student academic outcomes, knowledge of diversity, and development of social skills.

From the statements above, it can be concluded that cooperative learning is a learning model in where students work together in small groups to complete a variety of problems to be faced. The purpose is to achieve a better level of understanding and more optimal learning outcomes. In addition, this approach also supports the development of social sensitivity and empathy between students, fosters teamwork and a deeper understanding of other's perspectives in the team. Therefore, cooperative learning not only results in academic progress, but also in the development of social skills that are important for students in their lives.

2.1.1 The Main Principles of the Student Teams Achievement Divisions

(STAD)

David W. Johnson, et al (2010) elaborate that cooperative learning has five principles also known as the essential elements of cooperative learning, namely:

1. Positive Interdependency

Each group member perceives that they are connected to each others. Students realize that each member's efforts are beneficial not only for their own benefit but for all members of the group. Each student's personal concern for the achievements of others will enable them to share resources, help and support each other's efforts to learn, and celebrate success together.

2. Promotive Interaction

The better interaction in this case is face-to-face interaction. After the teacher has succeeded in establishing positive interdependence, the next step is to maximize opportunities for students to encourage each other to achieve group success. These interactions facilitate students to complete tasks and work towards a common goal.

3. Individual Accountability

The goal of cooperative learning is for each group member to become a stronger individual. Students learn together in order to show better individual performance in the future. Individual responsibility ensures that all group members know who needs greater help, support, and encouragement to complete the task and are aware of not just looking at their group mates' work.

4. Interpersonal and Small-Group Skills

Cooperative learning groups require students to learn both academic subjects (main tasks), the small group, and interpersonal skills needed to function as team members (team work). Skills such as leadership, decision making, trust building, communication, and conflict management should be taught to students with the goal of improving academic performance.

5. Group Processing

Group processing happens when group members discuss how well they have achieved their individual goals and how well they have maintained effective working relationships. The group needs to describe which members' actions have been helpful and unhelpful and make decisions about which attitudes need to be continued and changed.

2.1.2 The Components of the Student Teams Achievement Divisions (STAD)

Slavin (2015) explained that STAD consists of five main components: class presentations, teams, quizzes, individual progress scores, and team recognition. These components will be explained below.

1. Class Presentation

First, the STAD material is introduced in a class presentation. This is either a live lesson or a teacher's discussion of the lesson, but it can include an audiovisual presentation. The difference between a class presentation and a regular class is that this presentation is very much focused on the STAD unit. In this way, students realize that they really need to pay attention to the class presentation because it will actually help them pass the quiz, and their quiz score will determine their team score.

2. Team or Group

Teams or groups in this case, are involved in the teamwork phase. Teams consist of four or five students who are heterogeneous in terms of academic ability, gender, race, and ethnicity. Teams are an important feature in STAD. At each stage, the focus is that team members should do their best for the team, and the team should also do its best to help each of its members. The team's main role is to ensure that all team members actually learn and especially prepare members to excel in quizzes.

3. Quiz or Individual Test

The quiz is related to the material discussed and what has been learned during group work. Students are not allowed to help each other in the quiz. Each student is responsible for understanding the material.

4. Individual Improvement Score

The idea of individual improvement scores is to give each student an achievement goal that will be reached if they work harder and perform better than before. Each student can give their team maximum points in this scoring system, but no student can do so without doing their best. Each student is given a "starting score", which is derived from the average of the student's previous performance on the same quiz. Students then earn points for their team based on how quickly their quiz score improves compared to their starting score.

5. Team Recognition

Teams receive certificates or other awards when they meet certain criteria on average. Student team results can also be used to determine up to 20 percent of the ranking.

2.1.3 Steps of Student Teams Achievement Divisions (STAD)

Based on Rusman (2014), there are six main steps or stages in a lesson that applies the STAD learning method, these are as follows:

Table 2.1

Steps of Student Team Achievement Division (STAD)

Stage	Teacher's Activity
Stage 1 Delivering objectives and motivating the students	The teacher conveys the lesson objectives to be achieved in the lesson, emphasizes the importance of the teaching material, and motivates students to learn.
Stage 2 Giving information	The teacher presents information to students through demonstrations or reading materials.
Stage 3 Organize students into cooperative groups	The teacher explains to the students how to form study groups and guides each group to transition efficiently.

Stage 4 Guiding group work and learning	The teacher guides the groups as they work on their learning tasks.
Stage 5 Evaluation	The teacher evaluates the learning outcomes of material that has been learned, or each group presents its work.
Stage 6 Awarding	The teacher rewards students' learning outcomes both individually and in groups.

Source: *Rusman, Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru, (Jakarta: Rajawali Pers, 2014)*

2.2 Writing Skill

Skillful means competent in accomplishing a task, capable, and dexterous. Meanwhile, skill is the ability to complete a task, such as a person's ability to use language in writing, reading, listening, or speaking.

Skills are activities related to nerves and muscles (neuromuscular), which are usually seen in physical activities such as writing, typing, sports, and so on. Although motoric in nature, the skill requires careful coordination of movements and high awareness. Reber in Syah (2010) skill is the ability to perform complex and well-organized patterns of behavior seamlessly and in accordance with circumstances to achieve certain results.

Tarigan (2013) confirmed that writing skills are one of the productive and expressive language skills used to communicate indirectly and not face-to-face with other parties. Meanwhile, Dalman (2016) emphasized that writing is a creative process of pouring ideas into written language in order to, for example, inform, convince, or entertain.

2.2.1 Types of Writing

Based on the nature of the content, there are five types of writing, according to Rahim and Paelori (2013) divided into five categories as follows:

1. Narrative

Narrative discourse is a series of speeches that tell or present an event through a character actor (one person or three people) with the intention of expanding the knowledge of listeners or readers. The organization of this discourse prioritizes the order of the story based on time, or chronologically.

2. Descriptive

A series of speeches that describe something based on the speaker's experience or knowledge is known as descriptive discourse. The goal to be achieved by this discourse is to achieve a rather imaginative appreciation of something, so that the listener or reader feels as if he himself experienced or knew it directly. There are two types of descriptive discourse, there are, objective descriptive discourse and

imaginative descriptive discourse. Imaginative descriptive discourse is discourse that informs something as it is, while imaginative descriptive discourse has the addition of imagination.

3. Exposition

This discourse is a series of speeches that explain a point of view. The main idea is further explained by presenting the parts or details. The main goal to be achieved in this discourse is to reach a level of understanding of something that is clearer, deeper, and more than just a global or general statement.

4. Argumentative

Argumentative discourse is a speech that provides reasons with examples and evidence and is convincing, so that people will be influenced and justify our opinions, ideas, attitudes, and beliefs, and then act according to that will.

5. Persuasive

The meaning of the word persuasion is to persuade, encourage, or convince. Persuasive discourse is discourse that is compiled with the aim of inviting, encouraging, persuading, and influencing readers to follow the will of the writer.

2.2.2 Purpose of Writing

The purpose of writing is to express ideas and convey a message to the reader. Every written text has a purpose. Even texts written in simple words, such as advertisements, have a purpose: to persuade readers to buy the item they are selling. The purposes of writing, according to Tarigan (2008) are as follows:

1. To tell someone something in order for them or readers to know what the writer dreams of and thinks about, so that there is an activity of sharing experiences and feelings.
2. To give instructions or directions for example, you can give people directions by teaching them how to teach something in the proper stages.
3. To give something with the aim of increasing the reader's knowledge and understanding of something that will be conveyed for the better.
4. To convince, meaning that sometimes people write to convince others of their opinions or views on something because people often have different opinions about many things.
5. To summarize, with the aim of making it easier to learn long and thick content.

From the description above, it can be concluded that the purpose of someone writing is to convey ideas and opinions to others, provide instructions, and convince others of something or entertain the audience.

2.2.3 Teaching Writing in Senior High School

English is a foreign language that indirectly holds an important position in the world of education in Indonesia. English has been considered a compulsory subject taught at the senior high school level. English has an essential influence for students as a means to communicate with native speakers and support the learning of other subjects. Based on *Depdiknas* (2003) the main goal of learning English for students is to have the potential to communicate fluently in spoken and written form in a social context. Communication in this context is understanding and expressing information, thoughts, feelings, and developing knowledge, technology, and culture. Therefore, in the 2013 curriculum, the teaching and learning process of English in senior high schools are directed to develop listening, speaking, reading, and writing skills so that it can cultivate awareness of the nature and importance of English as a foreign language to become the main learning tool in developing an understanding of the relationship between language and culture and expanding cultural horizons.

English lessons in schools include four aspects of language skills namely: listening, reading, speaking, and writing. Writing skills are the most complex of the four skills, because to master writing skills, students must first master listening, speaking, and reading skills. However, writing skills are a challenging activity for students because students are expected to be able to express various thoughts, ideas, opinions, and feelings in various kinds of

writing, such as in writing news texts, report texts, narrative texts, and descriptive texts.

The results of observations and interviews conducted by Yuniar (2018) in 10th grade students at SMA Negeri 2 Singaraja Bali showed that writing is one of the skills that became a problem for students during the learning process. The problem associated with the English subject in 10th grade was that 75% of students were unable to write the text and 25% of students were less capable of writing text. This evidenced when the teacher asked them to write a description text of tourist destinations. This disability is due to the fact that they do not understand how to develop the main idea for writing the text and also the lack of student interest in writing.

Based on the problems revealed in the observations and interviews conducted, the writer applied the STAD learning method developed by Robert E. Slavin et al at John Hopkins University to improve and refine the learning process and increase students' ability to write descriptive texts.

Through the implementation of the STAD learning method carried out in two cycles. The writer obtained research results that showed there was an increase in student activity in learning to use the STAD learning method. In cycle I, the students' learning outcomes were 58.1% and experienced an increase in cycle II that were 76%. Thus, it can be concluded that using the STAD learning method on descriptive text material (tourism destination) can improve student learning outcomes.

The improvement of learning results in this research is inseparable from the advantages of implementing the STAD learning method to make each student more prepared in participating in learning, especially in English lessons. Based on the results of the research that the writer has conducted, it can be concluded that the implementation of STAD learning method can improve students' writing skills in teaching descriptive text to 10th IPS 1 grade students at SMA Negeri 2 Singaraja academic year 2017-2018.

Based on the improved research results by Yusniar (2018) showed that the STAD learning method can improve students' skills in writing descriptive texts at SMA Negeri 2 Singaraja, the researcher will attempt to use the same learning method in teaching descriptive texts to improve students' writing skills at SMA Pasundan 8 Bandung. The purpose of the researcher chose to use the same learning method in the expectations that the STAD learning method can improve the writing skills of 10th grade students at SMA Pasundan 8 Bandung.

2.3 Descriptive Text

The word description comes from the Latin word “describere” that means to write or express about something. On the other hand, the word description can be translated as “pemerian” from the word “memerikan” in the Indonesian Language Dictionary (KBBI), it means to describe, tell, and depict something. Descriptive texts are texts that say what someone or something is like, their purpose is to describe and reveal a particular person, place, or thing. In description, the

writer transfers his impressions, observations, and feelings to the reader, conveying the nature and all the details of the form that can be found in the object. The goal to be achieved by a description writer is to create or enable the creation of imagination in the readers, as if they see the object as a whole. Keraf (1981).

Enre (1988) mentioned that description functions to make the reader seem to see the real form of the material presented, so that its distinctive qualities can be recognized more clearly. Widarso (2000) stated that description is a writing or essay that “describes”, what is described can be an object, a person (or society), a place, or an atmosphere at a certain moment. In each descriptive paragraph, the writer intends to explain, describe, and arouse the interest and attention of others or readers.

Based on some of the opinions above, descriptive text is a text that attempts to clearly describe an object and explain what the person or object looks like, including its shape, nature, quantity, etc. So that the reader seems to see or observe the object directly.

2.3.1 Characteristics of Descriptive Text

Descriptive essays have characteristics, they are:

1. Description shows more details about the object.
2. Description influences sensitivity and shapes the reader’s imagination.
3. Descriptions are delivered in an attractive style and with evocative word choices.

4. Description describes something that can be heard, seen, and felt. For example, objects, tools, colors, and people.

2.3.2 Types of Descriptive Text

Dalman (2016) suggested that descriptive text can be divided into two types, such as description of places and description of people.

1. Description of Place

Place holds a significant part in every event. An event cannot be detached from the environment or place. All stories are set in the background of a place, and the course of events will be more attractive if they are related to the place where the events happened.

2. Description of People

There are various ways to characterize or describe a character, they are:

- a. Physical description, which is intended to provide a clear picture of a character's physical condition. This is a generally objective description.
- b. Descriptions of a character's acts. In this situation, the author attentively follows all of the character's acts and moves from place to place and from time to time.
- c. Descriptions of the situation that surrounds the character, for example, descriptions of clothing, residence, vehicle, and so on.

- d. Descriptions of the character's feelings and thoughts. This cannot be absorbed by the five human senses. However, there is a very close relationship between feelings and physical elements. The expression on one's face, the expression in one's eyes, the movements of the lips, and the body gestures are all indicators of one's emotional condition at the time.
- e. Descriptions of a person's character. This aspect of characterization is the most difficult to describe. The author must be able to interpret what lies beneath the human physique. However, this is where an author's strength lies. With his skill and accuracy, he is able to identify the elements and personality of a character. Then display clearly the elements that can show a person's character.

2.3.3 Generic Structure of Descriptive Text

When writing a descriptive text, there are some general structures to follow to get your writing right. The structures are:

1. Identification

The first paragraph of a descriptive text is identification. This paragraph contains a general statement that introduces the object to be discussed. The purpose is to provide brief information about the object to be discussed to the listener or reader.

2. Description

The next paragraph is a description. The description can be a physical description of the object of a topic such as the characteristics, parts, and special properties that the object has. In this section, the object should be described in as much detail as possible to manipulate the reader into feeling or seeing the object that the writer is trying to describe. This can be the location, shape, features, color, or anything else related to the object being described.

2.3.4 The Purpose of Descriptive Text

Descriptive text aims to describe people, objects, places and animals by describing the object specifically and in as much detail as possible from the author's point of view. That way the reader can feel, see, and hear the object described. Kosasih (2006) said that a description text is an essay that describes an object with the aim that the reader feels as if he sees the object described himself. Meanwhile, Mahsun (2014) added that description text is a text that has a social purpose to describe an object or object individually based on its physical characteristics.

2.3.5 Language Features of Descriptive Text

Each type of text certainly has linguistic characteristics that distinguish it from other types of text. Descriptive text has several linguistic characteristics that distinguish it from other types of text (genres), as follows:

1. Specialized Participation: Having a specific object is not common and unique (only one), for example: Borobudur Temple, uncle Jim, and so on.
2. Use of Adjectives to clarify the noun, for example: a beautiful beach, a handsome man, a famous place in Jepara, and others.
3. Use of Simple Present Tense: The sentence pattern used is simple present tense because it tells the facts of the object being described.
4. Action Verbs: Verbs that show an activity (e.g., running, sleeping, walking, cutting, etc.).

2.3.6 The Example of Descriptive Text

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the bank of Yamuna River, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in memory of his beloved wife and queen. The name “Taj Mahal” was derived

from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievements. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate design. Its central dome reaches a height of 240 ft. (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones houses the false tomb of Mumtaz Mahal. Her actual remains lie in the garden.

Taj Mahal shows shades of magnificent beauty at different times during the day. At dawn when the first rays of the sun hit the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. On the moonlit night when the full moon's rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder Taj Mahal is one of the New Seven Wonders of the World.

Source:

<http://duniapelajar27.blogspot.com/2018/12/bahasa-inggris-kelas-10.html>

2.4 Previous Research

1. A final research project entitled “Improving the Ability to Write Descriptive Text Through the Application of the RAFT (Role-Audience-Format-Topic) Strategy for Tenth Grade Students of SMAN 1 Kretek”. Written by Yulita Noor Dwi Astuti (2015). This research is a classroom action research (CAR) consisted of two cycles. In each cycle, there were four stages: planning, implementation, observation, and reflection. The techniques of collecting data in this research were observation, field notes, questionnaires, interviews, tests, and documentation. The collecting data was analyzed by using qualitative descriptive analysis technique and supported by quantitative data. The result of this study shows that the application of RAFT strategy can improve students’ ability to write descriptive text in X-3 class of SMAN 1 Kretek. The process improvement can be seen in students’ activities in the learning process. It can be proved by the results of the descriptive text writing test from the pre-action stage to cycle II have increased. The average score also increased in pre-action (65.05), cycle I (70.17), and cycle II (75.23). It can be concluded that the RAFT strategy is one of the writing strategies that can improve students’ ability to write descriptive text.

Based on the previous research, there are similarities and differences with this research. The similarities are the topics of the research that focus

on descriptive text conducted for 10th grade students and both researches aimed to improve the ability to write descriptive texts in 10th grade students.

The differences are the techniques of analysis data used in the previous research was descriptive qualitative supported by quantitative data, while this research used mixed methods. In addition, the used of learning methods. The previous research used the Role-Audience-Format-Topic (RAFT) strategy to improve students' ability to write descriptive text. This research uses the Student Team Achievement Division (STAD) method to improve students' ability to write descriptive text. The locations of these two research projects are different, the previous research was in SMAN 1 Kretek and this research is in SMA Pasundan 8 Bandung. In addition, the differences in the techniques of collecting data used in previous research were observation, field notes, questionnaires, interviews, tests, and documentation. In this research, only observations, tests, and questionnaire are used as techniques of collecting data.

2. A final research project entitled "The Implementation of Student Team Achievement Division (STAD) in Teaching Writing Recount Text to Improve students' Vocabulary". Written by Ayu Rosyana (2019). This research are trying to improve students' ability on learning English especially their reading and writing ability by using Student Team Achievement Divison (STAD) in the learning process in one class and then

the result will compare to the traditional learning process by compare the result of students learning process before and after studied with STAD the result will reveal how much improvement of students ability in learning English on recount text. The result showed a class that does not using STAD gain improvements about 31,2% while another class that using STAD gain improvements about 60,4% in learning English about recount text. This study will show the significant the improvement by using STAD in the learning process. STAD method would effectively improve students learning and also passively make them more active in class and among other student this will make them more able to share their knowledge to their class mate so the class will have balanced gain of knowledge.

Based on the previous research, there are similarities and differences between this research. The similarities are the learning method and techniques of analysis data used are the same as the previous research by using the Student Team Achievement Division (STAD) to improve students' abilities in learning English, especially writing skills for the 10th grade students. Moreover, both of them used mixed methods and used quantitative methods in analysing the learning outcomes, with pre-test and post-test to measure the improvement of students' abilities.

The differences are in the research topic and sample. The previous research used the Student Team Achievement Division (STAD) to improve students' vocabulary in teaching recount texts and this research uses the

Student Team Achievement Division (STAD) to improve students' writing skills in writing descriptive texts. However, the sample used is different, the previous research was teaching junior high school students, while this research is teaching high school students.

3. A final research project entitled "The Implementation of Cooperative, Integrated, Reading, And Composition (CIRC) Method in Teaching Descriptive Text to Improve Students' Writing Skills, A Study towards the Seventh Grade Students of SMP Pasundan 6 Bandung Academic Year of 2018-2019" by Anton (2019). In this research, the collecting data was analyzed using qualitative descriptive analysis techniques to observe the students' ability to write descriptive text. This research was conducted at SMP Pasundan 6 Bandung with 40 students in class VII-D. Data for this research was obtained through observation, test, and questionnaire techniques. This research was analyzed using the qualitative descriptive method. It can be concluded that the results of this research showed that there was an increase of 12.63% in the students' writing ability. Students' responses to this research also showed good categorization.

Based on the previous research, there are similarities and differences with this research. The similarities include the research topic to improving students' writing skills in teaching descriptive text and and the three data collection techniques used, including: observation, tests, and questionnaire.

The differences between previous research and this research are techniques of analysis data, learning method, and sample. Previous research used qualitative descriptive analysis techniques, and this research used mixed methods. Besides that, the difference is the learning method that is chosen. The previous research used the Cooperative, Integrated, Reading, and Composition (CIRC) method to improve students' writing skills in teaching recount texts. This research uses the Student Team Achievement Division (STAD) to improve students' writing skills in teaching descriptive text. The samples used are different. The previous research taught 7th grade students in junior high school, while this research will teach 10th grade students in senior high school.