THE USE OF STUDENTS' TEAM ACHIEVEMENT DIVISION METHOD TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT AT GRADE X OF SMK 2 KISARAN IN ACADEMIC YEAR OF 2018/2019

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ABSTRACT

This research aims at finding out whether STAD method can effectively improve the students ability in writing recount text at grade X of SMK Negeri 2 Kisaran in the academic year 2018/2019. The subject of the study was the students of the grade X TKJ 2 at SMK Negeri 2 Kisaran in academic year 2018/2019. Classroom action research was used in this research. The action research was conducted in two cycles. Each cycle consisted of four steps namely planning, action, observation and reflection. To collect the data, the researcher used test. Some procedures of implementing STAD to improve students ability in writing recount text namely : 1) teacher taught the material 2) teacher gave a test individually as a first score 3) teacher forms students into several groups based student achievement 4) teacher taught the material in detail 5) teacher gave a test individually as second score 6) teacher gave an award to the student get higher score. The result of the research indicated that the average score of the cycle 1 was 64,58 and average score of the cycle 2 was 78,12. Therefore, the researcher recommends the use of Students' Team Achievement Division method to improve students' ability in writing recount text.

Key Word: Writing, Recount Text, STAD

INTRODUCTION

Language is a mean of communication. By language, we can express our thoughts, ideas, and feelings. We use language to communicate to other people. Language is purely human and non instinctive method of communication ideas, emotions, and desire by means of system voluntarily produced symbol. So the language cannot be separated from human being because language is social affairs and without language, human society would not be possible to communicate.

English as an international as a foreign language is necessary to learn. In school, English is taught from Elementary up to University Level. As we all know, to learn English is absolutely different from learning the Indonesian because it is not the mother tongue. English as a foreign language with different

culture bring up many barriers for student to keep learning. The teacher must give good techniques, method, and strategies to her/his student in teaching and give an intensive practice in teaching learning activities, particularly in teaching of the language, there are four language skill namely : listening, reading, and writing.

Writing is pouring thoughts into the form of writing or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in writing. In other words, through the writing process we can communicate indirectly (Pranoto, 2004:9). Writing is one of the four basic language skills play an important role in the context of English teaching for the students, especially for the students' at grade X TKJ 2 in SMK Negeri 2 Kisaran in Academic Year 2018/2019. Because through writing, students can communication each other without sitting face to face and writing can help the students who have a problem in speaking.

But, the fact was that the ability of the students at grade X TKJ 2 in SMK Negeri 2 Kisaran in Academic Year 2018/2019 was still low. Their writing had many mistakes in generic structure and language features in recount text.The teacher's techniques in teaching writing at SMK Negeri 2Kisaran were not varied and not interesting. The teacher did not tell the students about the benefits of writing, so they did not have a good motivation to write. They think that writing is a load without significant destination for them, and the teacher rarely ask their students to make a paragraph or essay, moreover trouble between reading and writing as a teacher only focuses on spelling and word information of how to write an effective.

Therefore, the writer was interested in solving the above problems by applying the appropriate learning model, namely the students' team achievement division method. Students' team achievement division method are very precise model used in teaching writing. The students' team achievement division method is a way that very well to generate and organize ideas before writing. Section most difficult in writing is knowing what to write, what theme and how to begin. With Students' team achievement division method, a theme describe in twigs another theme that becomes developer writing. Students' team achievement division method is much better because it involves both hemispheres for think. This is an contrast to conventional method that are usually still practically the only theoretical potential to optimize the function of the brain left. Creativity and imagination are not thrive well through method the conventional. Therefore, the method is very good for the students' team achievement division applied in teaching writing recount text.

Hopefully, by applying this method to attract the interest of students in learning to write a recount text and can make the students write recount text well and correctly at grade X TKJ 2 in SMK Negeri 2 Kisaranin Academic Year 2018/2019.

THE RESEARCH METHOD

The location of this research was conducted in SMK Negeri 2 Kisaran in grade X TKJ 2. It is located in Sei Renggas street and time of this research was held on April until May 2019. This research is classroom action research (CAR). According to Arikunto (2009:102) CAR is a research method that focuses on how to raise students' achievement and students' understanding of subjects. The research is intended to provide information on how the appropriate action to solve practical problem, in this case to improve students' learning process in an effort to improve student achievement. This study focused on the action and reflection in an effort to improve student achievement in learning the English. The subject in this study was the students of grade X TKJ 2 in SMK Negeri 2 Kisaran which consisted of 24 students.

The Procedure of the Research

Classroom action research is a problem solving activity that stars from :
a) Planning
b) Implementation
c) Observation
d) To analyze data/information to decide the extent to which strength or weakness of these measure (reflecting)

DATA AND DATA DISCUSSION

Data

The data in this research was taken by using CAR. The data was collected in two cycles. The writer got data from the grade X TKJ 2 students of SMK Negeri 2 Kisaran. The class was X TKJ 2 which consisted of 24 students. All the students attended the class during the research.

The Result of the Study

This research was conducted by using classroom action research. This research was conducted in two cycles. The meeting of the first cycle was held on April, 29th 2019. The meeting of the second cycle was held on Mei, 13rd 2019.

The first Cycle

The detail procedure of the first cycle was described as follows :

1. **Planning**
a. Prepare lesson plan
b. Preparing the students worksheets
2. **Action**
a. Teacher prepare the necessary props
b. Teacher held a presence on student attendance

c. Teacher explain to students about the patterns of cooperation among students in group

d. Teacher provide pre-test to students about the material that will be taught

e. The teacher briefly explains the new material

3. Observation

a. Observation of the students :

1) Supplies of equipment students

2) Attention to the way teachers explain the lesson material

3) Cooperation in the group

b. Facilities and infrastructure :

1) Class a fun situation

2) Structuring students seating

3) The textbooks that support

4) Tools necessary props

4. Reflection

Reflection is a step to analyze the students' work. The analysis was performed to measure both the strengths and weakness contained in cycle I, then discuss the results of the analysis in collaboration to improve the implementation of cycle II.

The first cycle should be repeated because did not reach the criteria of success. Based on the data in the first cycle above, many students did not get score suitable with the criteria of success. There are 33,3% or 8 students reached success and also many students did not reach the criteria of success namely 66,6 % or 16 Students was failed.

The Second Cycle

Based on the reflection of the first cycle, it was needed to conduct the second cycle. The detail procedure of the second cycle was described as follows :

1. Planning

a. Identify the problem and formulating the problem based on reflection on the cycle I

b. Designing returning student worksheets

2. Action

a. The teacher prepares the necessary props back

b. The teacher held a presence back on student attendance

c. The teacher held a question and answer that lead to the subject matter

d. Teacher redistributes student worksheet for the trimmed individual

e. The teacher can provide assistance on an individual basis if there was a mistake experienced students

f. The teacher gives a score to the results of a successful group work brilliant seen as less successful task

g. The teacher provides materials briefly before giving assignments

h. Teacher conduct small tests based on the facts obtained by the student

3. Observation

a. Observation of the students :

1) Supplies of equipment students

2) Attention to the way teacher explaining the subject matter

b. Facilities and infrastructure :

1) Class a fun situation

2) Structuring students seating

3) The textbooks that support

4) Tools necessary props

4. Reflection

The total score of the second cycle was 83 % while the total score

of the first cycle was 33 %. It mean that this cycle could be stopped because the goal determined had significantly.

The second cycle should be not repeated because this cycle was reached the criteria of success. Based on the data in the second cycle above, many students got score suitable with the criteria of success, another cycle was not needed.

Discussion

Based on the reflection on the cycle I, that was less conducive learning because the students were less active and there were some students too bored remembered the grammar and generic structure. The students were seen not concentrate on the material and only a few students can remembered it. It is because the teacher was very fast when explain about the material and it made the students were confused and got difficulties.

The reflection of the second cycle showed that the students writing recount text skill increase. Based on implementation of cycle II can be showed follow : The students can knew about recount text, The students get actively in learning English, The class atmosphere was conductive and competition. The cycle II was deemed sufficient because students' team achievement division can improve students' ability in writing recount text. The cycle II is deemed sufficient because the result of learning grade X in SMK Negeri 2 Kisaran in Academic Year 2018/2019 can be improved by Students Team Achievement Division method.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this research, it is concluded that:

1. Teaching writing recount text by using Students' Team Achievement Division (STAD) can significantly affect to enhance students' writing recount text. It was proved that the mean score of the cycle II is 83 % was higher than the mean score of the cycle I is 33 % which means that the students had an improvement with their score.

2. During the teaching and learning process, the students gave good response. Some of them paid attention and listened to the teacher's explaining in front of the class.

3. At the first cycle, all of them were so enthusiast even some of them seemed not serious because they often spoke to their groups. During teaching and learning in second cycle, the students participated and gave the good response. They were more interested to listen. They asked more about lesson. They were looked so excited with joining in every part of this phase. They paid more concentration and less of noisy.

4. The observation sheet of this research shown that there are some improvement in many aspect of students performance, such as,

students listen and pay attention to the other, students performance, students study seriously. It implied that Students' Team Achievement Division (STAD) were affective as it could improve students' ability writing recount text.

Suggestion

Based on the result of this research, it is recommended or suggest to the teacher :

1. In teaching, don't give such a monotonous explanation but we as the teacher need to give such a variation strategies to make the students active and understand easily.

2. To the teacher is expected to improve its ability in teaching and in accordance with the competence of teachers, and the use variety of methods and in media in English Teaching.

3. To head master is expected to check learning advice of the teacher so that the teacher delivers learning materials in a systematic learning.

Teacher should use Students' Team Achievement Division (STAD) method on teaching writing recount text.

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