Effectiveness of the STAD Technique in Sakubun Teaching in Indonesia

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Abstract---Writing cannot be separated from the world of education. Writing skills are absolutely necessary by academic staffs who are involved in the world of education. However, the reality today, including what the researchers feel while learning languages, writing skills are indeed something that is difficult and seems least desirable. There are many factors behind this, whether it is a mistake in learning to write, the failure of teaching writing in Indonesia is generally caused by the inappropriate way of teaching writing in school. The theories given by the instructor to his students do not help much to develop the task of writing. Thus, most severely when the instructor himself feels troubled by the task of correcting, the students' writings and assignments are not returned. The word "sakubun" in the Kenji Matsura dictionary is translated as writing essay. According to Marwoto (1998) composing is a person's ability to tell his life experience in written language that is clear, coherent, expressive, readable, and can be understood by others. Writing is an activity of expressing ideas in writing. One of the functions of the Sakubun lesson is as a development of reasoning (Tarigan: 1995). In addition, composing is an activity to express opinions, ideas, knowledge and life experiences through written language in the form of graphic symbols so that the meaning can be understood by others.

Keywords---Technique, Teaching

I. BACKGROUND

Teaching is an attempt to create conditions that support the ongoing process of learning. In addition, Teaching is essentially a process, namely regulating, organizing the environment around students so that they can grow and encourage them to carry out learning activities (Nana Sudjana, 1991: 29).

In the use of language, we know 4 language skills, namely listening, speaking, reading and writing. Of the four skills, writing skills are the things that are considered the most difficult for both the teacher and the learner. However, in language learning, writing skills must still be taught and language learners must learn it because communication does not only occur through spoken language, but also with written language.

Writing cannot be separated from the world of education. Because writing skills are absolutely necessary by academic staff who are involved in the world of education. But seeing the reality today, and including what the researchers feel themselves while learning languages, writing skills are indeed something that is difficult and seems least desirable. There are many factors behind this, whether it is a mistake in learning to write, the failure of teaching writing in Indonesia is generally caused by the inappropriate way of teaching writing in school. The theories given by the instructor to his students do not help much to develop the task of writing. And most severely when the instructor himself feels troubled by the task of correcting, so many students' writings are not returned (Eddelani et al., 2019).

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Teaching writing should require special attention so that it no longer becomes something difficult. As early as possible writing teaching is created with a pleasant atmosphere, so that starting from the elementary, middle, upper level to university learners can be consistent in writing lessons. In this study, researchers will take a sample of research on high school students who feel there is still no development or innovation in teaching writing using foreign languages.

II. RESEARCH FOCUS

1. The extent to which students' ability to write sakubun between classes using and not using the STAD technique before treatment was given (pretest).

2. The extent to which students' ability to write sakubun in a class that does not use the STAD technique before and after treatment is given (pretest-posttest).

3. The extent to which students' ability to write sakubun in the class using the STAD technique before and after treatment is given (pretest-posttest).

4. The extent of students' ability to write sakubun between classes that use and do not use the STAD technique after treatment is given (posttest).

III. OPERATIONAL DEFINITION

III.I. Effectiveness

Effectiveness comes from English, which is effective, meaning success or right. In the large Indonesian dictionary (2000: 584) there is an effective effect (consequently, its effect, impression) or can bring results, succeed (effort, action), while effectiveness is defined as an influential state, memorable or success, (effort, action).

III.II. Composing (Sakubun)

The word sakubun in the Kenji Matsura dictionary is translated as writing essay. According to Marwoto (1998) composing is a person's ability to tell his life experience in written language that is clear, coherent, expressive, readable, and can be understood by others. Writing is an activity of expressing ideas in writing. One of the functions of the Sakubun lesson is as a development of reasoning (Tarigan: 1995; Jabarullah and Hussain, 2018). In addition, composing is an activity to express opinions, ideas, knowledge and life experiences through written language in the form of graphic symbols so that the meaning can be understood by others.

III.III. Teaching Method

The method derived from the Greek word: methodos derived from the word meta which means through and hodos which means road or method. So the method can be interpreted as a way of working to achieve goals. In this case the method is a method used to convey subject matter in an effort to achieve curriculum objectives. Nowadays, the activities of the teacher act more as facilitators and mentors for students, therefore the term method can be referred to as a learning strategy that emphasizes student activity optimally. According to Parera (1997: 42) the method is an overall design for presenting language materials regularly, there are no conflicting parts, and all are based on the assumption of an approach.

III.IV. Student Teams Achievement Division (STAD)

Student Teams Achievement Division (STAD) is one type of cooperative learning method. STAD was developed by Robert Slavin and his friends at Johns Hopkins University, and is the simplest cooperative learning approach. This type is used to teach new academic information to students. In addition, the STAD model also emphasizes the existence of activities and interactions between students to motivate each other and help each other in mastering the subject matter in order to achieve maximum achievement.

Slavin (2009: 13) states that in STAD students are placed in a learning team consisting of four to six people which is a mixture according to achievement level, gender, and ethnicity. The teacher presents lessons and they then work in teams and ensure that all team members have mastered the subject matter. Then all students are given a test about the material, on this test they are not allowed to help each other.

IV. COOPERATIVE LEARNING
IV. I. Definition of Cooperative Learning

Many learning that has been developed by education experts in an effort to develop teaching techniques becomes more optimal, one of which is cooperative learning. Cooperative learning is a learning model that uses a small grouping system that is between four to six people who have different academic abilities, gender, race or ethnicity. Each group will get an award if the group is able to show the achievement of a predetermined task. Thus each member of the group will have a positive dependency. Dependence is like that which will later lead to individual responsibility for the group and interpersonal skills of each group member. Sanjaya (2006: 240) says that each individual will help each other, they have motivation for the success of the group so that each individual will have the same opportunity to contribute to the success of his group.

Some experts describe the notion of cooperative learning, one of which is a learning model in which students learn and work in small groups collaboratively whose members consist of four to six people, with a heterogeneous group structure (Slavin, 2009: 4). Another definition of cooperative learning is a form of learning that emphasizes cooperation in achieving common goals (Hasan, 1996: 70). In activities that emphasize cooperation or cooperation, each student looks for results that benefit all group members. Cooperative learning is the use of small groups in teaching that allow students to work together to maximize their learning.

Cooperative learning is learning that consciously and intentionally develops fostering interactions between students to avoid offense and misunderstandings that can lead to hostility. Cooperative learning allows students to interact and cooperate with other students in a harmonious and conducive manner. In cooperative learning, the teacher creates an atmosphere that encourages students to feel they need each other. Cooperative learning includes a small group of students who work as a team to solve a problem, complete a task, or to do something to achieve other common goals. It is not cooperative learning if students sit together in small groups and only rely on one of them to complete the work of the whole group.

Some things that need to be fulfilled in cooperative learning so that more guarantees students work cooperatively put forward by Suherman et al. in Kunaedi (2006: 26), namely:

a. The students who are members of a group must feel that they are part of a team and have common goals that must be achieved.
b. The students who are members of a group must realize that the problem they face is a group problem and the success or failure of the group will be a shared responsibility of all group members.
c. To achieve maximum results, students belonging to the group must talk to each other in discussing the problems they face.

Based on the description above it can be concluded that cooperative learning is one of the effective learning approaches and can condition students to broaden their horizons in groups. students can develop their understanding, help each other and work together so students can unite various opinions and draw conclusions together from a problem. This gives a positive influence on students' understanding of the material discussed and changes in student attitudes after the learning process takes place.

Cooperative learning has several types or types as stated by Slavin (2009: 11), namely:
a. Student Teams Achievement Learning developed by Robert E. Slavin. This type is divided into five types, namely: Student Teams Achievement Division (STAD), Teams Games Tournament (TGT), Jigsaw, Cooperative Integrated Reading and Composition (CIRC) and Teams Accelerated Instruction (TAI).
b. Group Investigation developed by Sholomo B. and Yael Sharon. In this type, students not only work together, but are involved in planning both the topic to be studied and the investigation procedures used.
c. Learning Together was put forward by David Johnson and Roger Johnson.
d. Complex Instruction developed by Elizabeth Cohan.
e. Structured Dyadie developed by Dan Serean et al.

V. RESEARCH RESULTS AND DISCUSSION

From the results of the pretest it is known that the value of Z obtained is -1.848 with a significance level of 0.065. One way of making decisions accepted or rejected by a hypothesis in the Mann-Whitney test is to look at the level of probability. If the probability is more than 0.05, then Ho is accepted as vice versa. From the results of calculations

show that 0.065> 0.05, so it can be concluded that Ho is accepted. In other words it can be stated that there is no significant difference in student learning outcomes between classes using and not using the STAD technique before treatment (pre test).

The posttest results show that the value of Z obtained is -7,530 with a significance level of 0,000. One way of making decisions accepted or rejected by a hypothesis in the Mann-Whitney test is to look at the level of probability. If the probability is more than 0.05, then Ho is accepted as vice versa. Because 0,000 <0,05 can be concluded that Ho is rejected. In other words it can be stated that there are significant differences in student learning outcomes between classes using and not using the STAD technique after treatment (post test).

Overall, in both classes there was actually an increase in the ability of learning outcomes as indicated by the results of the calculation of each class, namely; for the control class that was not given STAD technique treatment, it was seen that the increase in learning outcomes with the Z value obtained was -5.480 with a significance level of 0.000. One way of making decisions accepted or rejected by a hypothesis in the Wilcoxon test is to look at the level of probability. If the probability is more than 0.05, then Ho is accepted as vice versa. Because 0,000 <0,05, it can be concluded that Ho is rejected. In other words it can be stated that there are differences in learning outcomes of students in the class who do not use the STAD technique before and after treatment (pre test - post test).

Then for the experimental class, the obtained value of Z data is -5,611 with a significance level of 0,000. One way of making decisions accepted or rejected by a hypothesis in the Wilcoxon test is to look at the level of probability. If the probability is more than 0.05, then Ho is accepted as vice versa. Because 0,000 <0,05, it can be concluded that Ho is rejected. In other words it can be stated that there are differences in learning outcomes of students in the class using the STAD technique before and after treatment (pre test - post test).

Apart from the research data, the results of the questionnaire also showed that teaching writing using the STAD technique was very interesting and not boring and made the learning atmosphere in the classroom fun. This was felt by respondents who stated similar things.

This STAD technique is considered to increase their learning motivation because by mutually working together, they will not find it difficult to understand the subject matter compared to having to think for themselves. Writing in Japanese, which was previously considered difficult by learners, is now easier to follow because it is an interesting way of learning and makes them help each other between students who are familiar with their peers in a group that still does not understand.

This STAD technique encourages students to interact with each other using their soft skills regarding public speaking and interpersonal communication. So that they in one group try to be compact and produce the best work made on the work and contribution of all elements of the group. Students do not experience significant difficulties in taking lessons using the STAD technique. Instead they feel helped in improving their writing skills, especially for students who have abilities below the average will be greatly helped by their colleagues in one group to understand the lesson and be able to complete the task well.

The difficulties experienced by researchers are in terms of learners who are not language class students with a concentration of Japanese who are accustomed to using Japanese, so that the time spent in classroom activities is lacking to teach all vocabulary in the textbook to produce works that are in accordance with hope of the researcher.

Apart from a number of constraints which are at the same time a weakness of the implementation of teaching using the STAD technique in this experimental class, there are several findings that show the advantages of the STAD technique itself, including the following:
1. Establish good communication between students so as to improve the skills of individuals and groups to solve problems together, and increase the sense of togetherness and having in groups that encourage each other so that all group members are able to complete their tasks.
2. Created a climate of student learning atmosphere that is active and interactive. Because all students in the group are required to actively interact with each other so that as time goes on the intimacy between them increases and the cohesiveness of the group is seen when discussing the task and also presenting it.
3. Positive influences that are transmitted starting from the teacher to the groups and individuals are very felt, so that each student is motivated to take lessons and complete the task as well as possible. Although competition

between groups is created, it is evidence that they are serious about taking lessons and trying to make the best work to present.

Teaching with the STAD technique teaches students to be able to appear better and wiser in giving suggestions or criticisms and to accept broadly towards suggestions or criticisms from other groups which of course to build their learning outcomes for the better.

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