



The Implementation of the STAD Method to Improve Narrative Writing Skills of Seventh-Grade Students

Utari^{1,*}, Arini Vika Sari²

^{1,2}Universitas Budi Darma, Medan, Indonesia

Article Information

Article History:

Submit: 01 Februari 2024

Revision: 06 Februari 2024

Accepted: 15 Februari 2024

Published: 28 Februari 2024

Keywords

Implementation; STAD; Narrative Writing

Correspondence

E-mail: utariijaya1999@gmail.com*

A B S T R A C T

This study aims to improve the narrative writing skills of seventh-grade students at MTs Alwasiyah Pantai Labu through the implementation of the STAD (Student Teams Achievement Divisions) learning method. The research was conducted as a Classroom Action Research (CAR) over two cycles, each comprising one meeting, involving 22 students as research participants. The study employed the Kemmis and McTaggart model, utilizing observation, written tests, and documentation as data collection techniques. Data were analyzed using descriptive statistical methods by calculating the class average scores. The success criteria were set at a minimum class average score of 70 and at least 80% of students achieving mastery learning. The results indicated that the pre-action average score was 64.7 with 8 students not achieving mastery, which improved to 73.4 in the second cycle with only 3 students not achieving mastery. These findings demonstrate that the application of the STAD method effectively enhances students' narrative writing skills and their learning motivation.

This is an open access article under the CC-BY-SA license



1. Introduction

The Indonesian language is a compulsory subject that must be studied in schools. Language proficiency is an essential need, especially in the current era of globalization, modernization, industrialization, and rapid information development (Ilma et al., 2022). Mastery of language is not only crucial for communication but also plays a significant role in students' cognitive, emotional, and academic development. As a unifying language, Indonesian facilitates interaction, knowledge dissemination, and the strengthening of social relationships within the community. Therefore, the development of language skills, including writing, is an integral and urgent aspect of education. Writing is one of the fundamental language skills that serves as a means to express ideas, thoughts, and life experiences in a communicative and engaging form (Pendidikan et al., 2018). One particular form of writing is narrative text, which has distinct structures such as orientation, complication, resolution, and coda (Alimah & Indihadi, 2022). Mastery of narrative writing skills is crucial for fostering critical thinking, creativity, and the coherent organization of ideas.

However, writing instruction at the junior high school level often remains suboptimal. Many students face difficulties in developing ideas, structuring texts, and using appropriate language. Despite various efforts to improve writing through different teaching approaches, the outcomes often do not meet expectations. Therefore, there is a pressing need for innovative learning models that can effectively enhance students' writing skills. One effective alternative is the cooperative learning model

known as Student Teams Achievement Divisions (STAD). This model encourages active interaction among students in small groups, enhances individual and group responsibility, and motivates students to assist each other in achieving learning objectives (Miftakhul Amilin, 2022). The application of STAD also provides a more enjoyable learning experience, increases student motivation, and facilitates better understanding of lesson materials (Faridah Haryati, 2022).

Furthermore, the STAD model supports effective cooperative learning by emphasizing positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing (Johnson in Asma, 2012; Sabilla et al., 2022). Thus, it is expected that using this model can significantly improve students' narrative writing skills. Based on this background, this study is deemed essential to examine the implementation of the STAD learning model in improving the narrative writing skills of seventh-grade students at MTs Alwasiyah Pantai Labu. This research is expected to contribute to the development of more effective instructional strategies for teaching writing at the junior secondary school level.

2. Research Methods

This research is a type of classroom action research (CAR), also known as action research, which aims to address practical problems encountered within the educational setting. Specifically, it adopts a diagnostic and participatory CAR approach, which is designed to guide researchers towards appropriate future actions based on diagnostic results. The researchers were actively involved throughout all stages of the study, from planning to reporting.

The study was conducted at MTs Alwashliyah Pantai Labu, involving a total of 22 seventh-grade students as research subjects. The research took place over two cycles, with each cycle consisting of two meetings. The action research model used follows the cyclical process developed by Kemmis and McTaggart, comprising three main stages: (1) planning, (2) implementation and observation, and (3) reflection.

2.1. Research Procedures

At the initial planning stage, data were collected to determine the appropriate action steps for the research. Activities included conducting interviews and observations to assess the existing learning conditions. Lesson plans, assessment instruments (both tests and non-tests), and documentation tools were then prepared. The test instruments consisted of narrative paragraph writing tasks and corresponding scoring rubrics. Non-test instruments included observation sheets documenting both student and teacher activities during the learning process.

The implementation phase involved applying the prepared lesson plans in the classroom over two meetings for each cycle. Narrative text videos were utilized as media to support the learning activities. Observations were simultaneously conducted by the researchers and collaborators to evaluate the extent and quality of both student and teacher activities during the learning sessions (Mokmin et al., 2023).

The reflection stage involved analyzing and evaluating the outcomes of the implementation. Reflection allowed researchers to identify successful elements and areas that required improvement. Based on the results, decisions were made regarding whether to proceed to the next cycle or to modify the instructional strategy (Adlani et al., 2021). If the first cycle's analysis did not show sufficient improvement, a second cycle was conducted to achieve the targeted outcomes.

2.2. Data Collection Techniques

The primary data collection techniques employed in this study were observation and written tests. Observations were conducted systematically during each learning session to capture real-time

student engagement and instructional dynamics. The written tests were administered at the end of each cycle to measure students' progress in writing narrative texts.

2.3. Data Analysis Techniques

The collected data were analyzed using descriptive statistical methods. The analysis involved calculating the average scores obtained by students in each cycle and comparing them to the predetermined mastery criteria. The data were organized in tabular form for each cycle to facilitate systematic interpretation of students' learning progress.

The success indicators for this study were set as an average class completion rate of 70 and an achievement level of 80% of students meeting or exceeding the minimum passing criteria.

3. Results and Discussion

The research data provide evidence that the study was conducted at MTs Alwashiyah Pantai Labu. Data collection for this research project was initially carried out by utilizing the seventh-grade students as the research subjects. The data collection process consisted of three main stages. Assignment stages 1 and 2 were completed respectively on October 25–26, 2022.

The collected data were subsequently examined using established evaluation criteria. All data underwent a verification process, and any information that failed to meet verification standards was excluded from further analysis. Out of the 22 sets of student data collected, only verified and validated data were accepted for review, while unverified data were discarded.

The following presents the results of the analysis of students' writing scores using the Student Team Achievement Division (STAD) method during Cycle 1 and Cycle 2:

Tabel 1. Assessment of Narrative Text Writing Skills in Cycle 1 and Cycle 2

Name	Cycle 1	Cycle 2
MA	80	80
H	70	80
A	70	80
N	80	80
NH	50	70
A	70	70
I	40	60
TS	50	70
MR	80	80
ASP	80	80
NA	30	60
NM	60	70
R	60	70
F	80	80
MRK	30	50
MS	70	70
EW	80	80
DS	80	80
FA	85	85
AR	70	70
FD	30	70
M	80	80
Average	64,7	73,4

According to the findings of the study, many students still struggled to comprehend the content required for data processing tasks in the classroom. To enhance students' understanding of the material being taught, teachers must develop active teaching strategies to support those who find it

difficult to process new information or learn new content. The use of scientific methods in the classroom encourages students to become more active and creative, makes the learning process more enjoyable, enhances their scientific thinking capacity, and fosters character development (Winarni et al., 2022).

Narrative writing is defined as a type of discourse whose primary purpose is to weave and organize actions into events that occur over a specific period. In other words, a narrative is a form of discourse that seeks to convey events to the reader as clearly as possible. Thus, the chronological sequence of events or actions constitutes the core structure of a story. To address the low achievement levels in paragraph writing, the Student Team Achievement Division (STAD) model was implemented. Since it is inherently cooperative, learning takes place in groups. Through collaboration, students are encouraged to assist one another; those who have not yet mastered the material can ask their more proficient peers for help. This peer interaction is often easier for students than approaching the teacher, which can be hindered by a lack of confidence, reluctance, or fear. Nevertheless, individual abilities are also assessed through short tests administered at the end of each learning session (Guru & Raya, 2023).

During the pre-writing phase, all students were allowed to choose their essay topics and brainstorm ideas, developing keywords into a structured essay outline. However, students' writing skills varied greatly: some were already proficient writers, while others struggled to compose even a single paragraph. Some compositions were limited to a single paragraph despite having good writing potential. Students who produced quality data were generally those with strong reading and writing abilities. Nevertheless, their essay outlines often lacked creativity, resulting in compositions that were limited to one paragraph (Ratihwulan, 2018).

Additionally, narrative writing can be characterized as a form of discourse that primarily seeks to weave actions into events happening within a specific timeframe. Simply put, a narrative is a discourse form that aims to clearly convey events to the reader, where the central elements are actions organized in chronological order (Pendekatan et al., 2020).

Given these challenges, improvements were deemed necessary, including employing various writing approaches such as composition exercises and distributing a range of reading materials to prevent boredom and boost students' interest in learning Indonesian language. Based on observations, lesson records, and the assessment of skills acquired during Cycle I, the reflection stage revealed that two components were not fully implemented by the teacher: students were still unaware of the need to underline key parts of a paragraph, and the teacher no longer guided students in group work. In Cycle II, it was noted that students continued to struggle with writing multiple phrases per paragraph and identifying key ideas and dominant thoughts in the text (Erita, 2017).

In the data collection process, the first step involved providing students with writing assignment sheets to ensure the collected data remained organized. Each student received a writing task sheet and was instructed to compose a narrative text. Students were free to write about personal experiences they had encountered. During the data collection process, the researcher supervised the students to maintain a conducive environment for completing the task (Sriana et al., 2022).

Efforts to address the low learning outcomes in paragraph writing utilized the STAD method of serial writing. Due to its collaborative nature, learning took place in groups, allowing students to assist each other. Students who had not yet mastered the material could easily seek help from their group members. This peer assistance was deemed more accessible compared to asking the instructor, which students often avoided due to shyness, reluctance, or fear. Nonetheless, individual skills were still assessed through a short test at the end of each session (Ayumi et al., 2021).

Furthermore, improving learning outcomes requires attention to several sequential factors, such as grouping students into heterogeneous groups composed of students with high, medium, and low

skill levels. Since the group learning model demands more time, teachers must manage the classroom effectively, encourage less active students, and allocate time efficiently. The use of the STAD cooperative learning model, when paired with a teacher's skillful application, can significantly enhance student learning outcomes (Tumpu, 2022).

In narrative writing activities, teachers are encouraged to utilize the STAD technique to boost students' motivation. Narratives are explanations of events or historical experiences, commonly found in novels, fables, and legends. Therefore, narratives recount past events, and the past tense is generally used. Understanding past tense is crucial, as it describes actions or events that occurred in the past. Teachers must be innovative in developing learning strategies to foster student creativity. School leaders are also expected to promote and facilitate improvements in teaching quality (Munawaroh et al., 2018).

4. Conclusion

Based on the findings, it can be concluded that the implementation of the Student Team Achievement Division (STAD) method at MTs Alwasiyah Pantai Labu effectively assisted students in completing tasks, enhanced their learning motivation, and improved their understanding of narrative text writing compared to the traditional lecture method. Student achievement increased, as indicated by the improvement in mastery learning from 64.7% in the first cycle to 73.4% in the second cycle. The STAD method not only facilitated better comprehension of the material but also encouraged active participation, boosted students' confidence, and fostered a more engaging learning environment. Therefore, the cooperative learning model of STAD is highly recommended as an effective approach to enhancing students' academic skills, particularly in writing narrative texts.

References

- Adlani, S., Agustina, R. T., & Muchtar, M. (2021). Implementasi Video Teks Narasi untuk Meningkatkan Keterampilan Menulis Teks Narasi Siswa Kelas V. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 1(1), 72-77. <https://doi.org/10.17977/um065v1i12021p72-77>
- Alimah, M., & Indihadi, D. (2022). Analisis Teks Narasi Implementasi Strategi Mind Mapping Peserta Didik di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5512-5519. <https://doi.org/10.31004/edukatif.v4i4.3245>
- Ayumi, A. Y., Haryadi, H., & Pristiwati, R. (2021). Kajian Dan Rekonstruksi Penggunaan Media Buku Cerita Bergambar Dalam Menulis Teks Narasi. *Asas: Jurnal Sastra*, 10(2). <https://doi.org/10.24114/ajs.v10i2.26317>
- Erita, E. (2017). Pengaruh Model Pembelajaran. *Economica*, 6(1), 72-86. <https://doi.org/10.22202/economica.2017.v6.i1.1941>
- Guru, P. P., & Raya, I. P. (2023). MENINGKATKAN KEAKTIFAN SISWA DALAM PEMBELAJARAN BAHASA ARAB MELALUI MODEL PEMBELAJARAN COOPERATIVE LEARNING TIPE STAD. 3, 337-348.
- Ilma*, A. Z., Jumadi, J., & Narumsari, M. C. (2022). Teacher's Perceptions of Essential Learning Models to Improve Students' Science Learning Achievement in Secondary Schools. *Jurnal Pendidikan Sains Indonesia*, 10(2), 403-423. <https://doi.org/10.24815/jpsi.v10i2.23881>
- Mokmin, A. U. P. A., Bungsu, J., & Shahrill, M. (2023). Improving the performance and knowledge retention of aircraft maintenance engineering students in the theory of light through STAD cooperative learning. *ASEAN Journal of Science and ...*, 3(2), 149-162. <https://ejournal.upi.edu/index.php/AJSEE/article/view/49336%0Ahttps://ejournal.upi.edu/index.php/AJSEE/article/download/49336/19818>
- Munawaroh, B., Madyono, S., & Suwanti, S. (2018). Teknik Membaca Sekilas (Skimming) dalam Meningkatkan Kemampuan Memahami Teks Narasi. *Wahana Sekolah Dasar*, 26(1), 7-12. <https://doi.org/10.17977/um035v26i12018p007>
- Pendekatan, M., Di, K., Yogyakarta, D., & Vii, K. (2020). *PELAJARAN 2019/2020*.
- Pendidikan, P., Indonesia, S., Bahasa, F., & Padang, U. N. (2018). (Printed) ISSN 2598-3202 (Online) ISSN 2599-316X. 3202, 1-16.
- Ratihwulan, E. (2018). Peningkatan Motivasi dan Prestasi Belajar Menulis Teks Narasi dengan Teknik Student Teams-Achievement Devisions (STAD) Peserta Didik Kelas XA SMA Negeri 5 Kota Magelang. *Transformatika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 2(2), 173. <https://doi.org/10.31002/transformatika.v2i2.883>
- Sabilla, S., Khairani, L. P., & Syaputra, E. (2022). Menganalisis Kemampuan Gemar Membaca Teks Narasi Siswa Di Man 2 Deli Serdang. *Jurnal Multidisiplin Dehasen (Mude)*, 1(3), 159-164.

<https://jurnal.unived.ac.id/index.php/mude/article/view/2484><https://jurnal.unived.ac.id/index.php/mude/article/download/2484/1999>

- Sriana, J., Muslim, U., & Al, N. (2022). *ANALISIS MODEL PEMBELAJARAN KOOPERATIF TIPE STAD*. 8(1), 39-51.
- Suhartika, D., & Indihadi, D. (2021). Analisis Keterampilan Menulis Teks Narasi Peserta Didik di Kelas V Sekolah Dasar. *Attadib: Journal of Elementary Education*, 5(2), 114. <https://doi.org/10.32507/attadib.v5i2.955>
- Tumpu, A. B. (2022). Penerapan Model Student Team Achievement Division (STAD) dalam Meningkatkan Kemampuan Menulis Teks Eksposisi Kelas VIII SMP Negeri 25 Makassar. *Jurnal Edukasi Nonformal*, 1(1). <https://ummaspul.e-journal.id/JENFOL/article/view/3839><https://ummaspul.e-journal.id/JENFOL/article/download/3839/1393>
- Winarni, S., Pratama, W. A., & Triani, E. (2022). Student Team Achievement Division Learning Model and Student Process Skills. *Jurnal Ilmiah Sekolah Dasar*, 6(1), 1-10.