



The Effect of Student Teams Achievement Divisions (STAD) Model and Standard Language Mastery on Students' Argument Writing Skills

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Abstract: This research aims to find out: (1) Differences in writing skills between students who study using the Student Team's Achievement Divisions (STAD) and students who study using conventional approach. (2) The difference in argumentative writing skills between students who use the Student Teams Achievement Divisions (STAD) and those who learn through conventional approach. (3) The difference in writing skills between students with limited command of the standard language who study using the Student Teams Achievement Divisions (STAD) and students who learn using the conventional approach. (4) The interaction between the student teams achievement divisions (STAD) model and mastery of standard language on argumentative writing skills. This study uses quantitative research with experimental methods. Data collection techniques using tests. The data collected was processed using two-way analysis of variance (ANOVA) with the SPSS. The result of this research showed that (1) there is a significant effect between the implementation of STAD's on students' argumentative writing skills. This is indicated by the F value of 8.376 at a significant level of 0.05. (2) There is a significant effect between mastery of standard language on students' argumentative writing skills. (3) There is a significant effect between the implementation of the STAD model and mastery of standard language on students' argumentative writing skills. (4) There is no interaction between the student team's achievement divisions (STAD) model and mastery of standard language on students' argumentative writing skills, this is indicated by a significant value of 0.710 in the interaction of the learning model and standard language mastery, which is greater than 0.05, indicating that H₀ is accepted.

Keywords: argumentative writing, STAD, standard language,

INTRODUCTION

Language has always been used as a tool to convey thoughts or opinions to other people, language is also a tool to express the feelings that exist in humans. Feelings of sadness, joy, hate, or longing can be expressed in language, both spoken and written language. In language activities there are four aspects

of language skills namely listening, reading, speaking, and writing. Writing can be interpreted as an activity of conveying messages by using written language as a tool or medium (Cahyani, 2010).

Writing is also a skill to process knowledge, experience, thoughts and ideas into writing. In other words, writing is actually speaking which is converted to paper mats. Students can do various forms of writing activities, for example writing narratives, writing descriptions, writing persuasion, writing arguments and other writing activities. In writing arguments, students convey ideas, ideas or opinions in written form. Writing a good argument requires first containing evidence and truth. Second, the process of forming reasons and justifications with the aim of convincing or influencing the thoughts and actions of others. So write an argument that contains sentences to strengthen an opinion. Third, use denotative language. An argumentative writer must be able to convince or provide reasons or justification for something objective which includes examples, analogies, and cause and effect (Mansyur, 2018).

Regarding learning to write, not many people like it. From the survey conducted by the authors of the students, most of the respondents stated that the aspect of language learning that students disliked the most was writing. Students think that writing is very difficult, because it must have a lot of words that students must master. In writing, you also have to be careful using punctuation marks, capital letters, and mastery of standard language, making sentences that are coherent according to the correct sentence structure. In order for the writing activity to become something that is fun, it should be started by actively writing in every learning process (Mundziroh, Sumarwati & Saddhono, 2013).

The teacher's lack of motivation to write is caused by several factors: (1) the teacher's habit of only using the lecture method which always starts with telling stories throughout the lesson, (2) the use of lesson preparations in the form of lesson plans and syllabuses that are ready to use which results in teachers being reluctant to write. The obstacles faced by students, so that students are less motivated to write include; (1) students' interest in writing activities is very low, (2) students' mastery of the standard language is very lacking, (3) reading materials at school are few, only in the form of textbooks so students rarely read (Persadha, 2016).

In the process of learning Indonesian in class, especially in argumentative writing activities, the authors found that most of the students used the same words repeatedly in writing and still used a lot of conjunctions on a massive basis. This indicates that students' mastery of standard language is lacking, especially in the use of connecting words, for example the words if, because, because, thus, as a result, as well as, and because of that. This word

dominates every paragraph in writing. Language activities, both spoken and written, are inseparable from mastery of the standard language or the official variety. Mastery of the standard language will affect the success in conveying messages or information. Good messages or information without the support of adequate standard language mastery by speakers will cause difficulties in communicating and can even lead to misinterpretation or messages not being conveyed (Permatasari, 2014).

To improve the quality of writing arguments for students, the use of appropriate methods and approaches will make it easier for students to express opinions or ideas about things that are written. A good learning model is something that can make it easy to increase the active learning of students, meaning that learning must involve students directly both personally and in groups, collaborate in learning, interact with each other so that learning will feel more fun and meaningful. In learning activities, students are less motivated in learning, they are less enthusiastic in participating in teaching and learning activities. Sometimes they pay less attention to the teacher's explanation and some even distract themselves by talking about other things with their friends (Andyani, Saddhono & Mujiyanto, 2017).

This is suspected as an implication of the use of inappropriate learning models by the teacher. The application of the conventional model by the teacher continuously results in students feeling bored participating in learning which in the end the learning objectives will not be realized. In the conventional model, the teacher is everything in learning activities, in the sense of giving activities teacher-centered lessons. The teacher is an information center so that the teacher explains the subject matter from the initial activity to the final activity, on the other hand the students are only listeners (Pujiatna, 2018).

Based on the things above, the writer tries to use a learning model that is based on students' abilities which later it is hoped that students will be more motivated to be skilled at writing. The model is Student Teams Achievement Division (STAD). The author's consideration of applying the Student Teams Achievement Divisions (STAD) Model in argumentation writing skills is that the Student Teams Achievement Divisions (STAD) model tends to be of interest to students, and through this model students are able to associate new information with students' writing skills. Thus learning in groups means providing opportunities for students to apply and develop ideas/ideas critically and communicatively in the form of written language that is more meaningful for themselves and for their readers (Saleh, 2016).

STAD Model is basically one of the simplest types of cooperative learning that provides convenience and effectiveness for students to directly act with the environment as a learning medium. The school and community

environment that they are familiar with will reduce the verbalization of knowledge for the students themselves. In the learning process there are two important things that are interrelated, namely theoretical and practical or implementation. Abdullah (2018) says that there are four important concepts in the learning approach, namely teaching, learning, instruction, and curriculum. These four things are interrelated, teaching is a reflection of the teacher's personality system that acts professionally, learning is a reflection of the student's personality system that shows behavior related to the assigned task, instruction is a social system where teaching and learning takes place, and curriculum is a social system that ends in a teaching plan.

Learning with the Student Teams Achievement Divisions (STAD) model involves students in important activities in cooperative learning that is very adaptable. In the Student Teams Achievement Divisions (STAD) model, students are divided into groups of four with diverse abilities, gender, and ethnicity. The teacher gives a lesson and the students in the group ensure that all members of the group can master the lesson. Core Indonesian Language Competences at SMP Negeri 1 Seputih Mataram class IX listed in the syllabus, especially in writing skills with the core competencies of trying, processing, and presenting in the realm of the concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with what is learned at school and other sources from the same point of view/theory. In fact, class IX students in the first semester at SMP Negeri 1 Seputih Mataram, Central Lampung district, have not mastered the activity of writing arguments to the fullest.

Based on these learning results, it can be concluded that the mastery of argumentative writing skills has not been well mastered. This is evidenced by the results of student activities related to argumentation writing skills that have not gotten maximum results. Students often experience difficulties in pouring ideas into argumentative writing. Many of them complained when given the task of writing arguments. They reasoned that writing arguments was very difficult because of the nature of putting ideas into writing or essays that aim to prove the truth of an opinion or conclusion with data or facts as reasons or evidence.

One of the factors behind the low argumentation writing skills is the lack of mastery of the standard language by students. In addition to the lack of mastery of the standard language, it is also caused by the teacher's role in learning. Teachers are less varied in applying the model in the teaching and learning process. Where teachers tend to use conventional models in every lesson. These two very important problems resulted in students not being able to write arguments properly.

Based on the description above, the researcher tried to conduct a study entitled "The Effect of Student Teams Achievement Divisions (STAD) Model and Standard Language Mastery on Students' Argument Writing Skills". The results of this study can be used as a basis for making policies in order to improve the quality of learning Indonesian.

METHOD

This research uses descriptive quantitative research, namely research that emphasizes theory testing by measuring research variables with numbers and conducting data analysis using statistical procedures. This research is a quantitative type research that is experimental with the discovery method, namely the scientific method by fulfilling concrete, objective, measurable rational, systematic principles. The population in this study were students of class IX at SMP Negeri 1 Seputih Mataram, Central Lampung. The population in this study has a total of 32 students. The sample is part or representative of the population being studied. For this reason, the researcher took a sample of class IX, a total of 32 students as an experimental class and also a control class using the total sample technique, meaning that in the study taking samples based on facts in the field, the classes were considered to have abilities that on average were not much different.

The research instrument used by students using learning using the independent variable (X) model student teams achievement divisions and standard language mastery was carried out by collecting data in the form of tests, and collecting data on the dependent variable argumentation writing skills (Y) used data collection tools in the form of tests. The collection of argumentation writing skill data scores can be measured by the grades or scores obtained by students based on the argumentation writing test. Research data analysis techniques include: (1) test requirements analysis as a prerequisite for using statistical analysis techniques, and (2) research hypothesis testing techniques.

RESULT AND DISCUSSION

RESULT

First Hypothesis

The first hypothesis was tested using an analysis of independent samples t-test which was used to test whether there were differences in the influence of the learning model on students' writing abilities. From the results of the analysis obtained data as follows:

Table 1. Levene's Test and t-test

| | Levene's Test | | t-test | | | |
|--|---------------|-----|--------|----|-----|--------------------|
| | F | Sig | T | df | Sig | Average difference |
| | | | | | | |

| | | | | | | |
|--------------------|-------|------|--------|--------|------|-----------|
| Homogeneous Data | 8.376 | .005 | -8.981 | 62 | .000 | -21.37500 |
| Heterogeneous Data | | | -8.981 | 52.304 | .000 | -21.37500 |

The results of testing the hypothesis by looking for ttable values with $\alpha = 0.05$ and 0.25 then obtained ttable = 1.999 Based on the data obtained tcount = -8.981 with degrees of freedom (df) $n - 2 = 64 - 2 = 62$

Based on the following test criteria:

H_0 is accepted if $-t_{table} \leq t_{count} \leq t_{table}$

H_0 is rejected if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$

From these results, H_0 is rejected because $-t_{count} = -1.999 < -t_{table} = -8.981$ then based on the significance value or probability value in the table a sig value of 0.005 is obtained which is smaller than 0.05 then H_0 is rejected. So based on these two criteria it was stated that there was a significant influence between the application of the STAD model on the argumentative writing skills of class IX students of SMP Negeri 1 Seputih Mataram.

Second Hypothesis

Table 2. The Influence between Mastery of The Standard Language on Students' Argumentative Writing Skills

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|----------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 35.744 | 5.042 | | 7.089 | .000 |
| Mastery of The Standard Language | .569 | .078 | .799 | 7.277 | .000 |

a. Dependent Variable: Students' Argumentative Writing Skills

The first criterion of the sig value of the analysis results is 0.000 which is smaller than 0.05 so H_0 is rejected.

The second criterion is based on

H_0 is accepted if $-t_{table} \leq t_{count} \leq t_{table}$

H_0 is rejected if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$

Priyanto, (2010:36)

The value of tcount = 7.277 and ttable = 1.999, then tcount > ttable then H_0 is rejected. So based on these two criteria it can be concluded that there is a significant influence between mastery of the standard language on the argumentative writing skills of class IX students of SMP Negeri 1 Seputih Mataram.

Third Hypothesis

Table 3. Tests of Between-Subjects Effects

Dependent Variable: Writing Argumentative Ability

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------|-------------------------|----|-------------|----------|------|
| Corrected Model | 8076.112 ^a | 3 | 2692.037 | 33.279 | .000 |
| Intercept | 212075.728 | 1 | 212075.728 | 2621.651 | .000 |
| Model | 5028.898 | 1 | 5028.898 | 62.167 | .000 |
| Language | 749.630 | 1 | 749.630 | 9.267 | .003 |
| Model * | 11.289 | 1 | 11.289 | .140 | .710 |
| Language | | | | | |
| Error | 4853.638 | 60 | 80.894 | | |
| Total | 253520.000 | 64 | | | |
| Corrected Total | 12929.750 | 63 | | | |

a. R Squared = ,625 (Adjusted R Squared = ,606)

Based on the sig value in the table of the results of the two-way Anava test analysis (Two Way Anava), namely 0.00 in the learning model and 0.003 in mastering the standard language where this value is smaller than 0.05 so it can be stated that H₀ is rejected. So it can be concluded that there is a significant influence between the application of the STAD model and mastery of the standard language on the argumentative writing skills of class IX students of SMP Negeri 1 Seputih Mataram.

Fourth Hypothesis

Table 4. Tests of Between-Subjects Effects

Dependent Variable: Writing Argumentative Ability

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------|-------------------------|----|-------------|----------|------|
| Corrected Model | 8076.112 ^a | 3 | 2692.037 | 33.279 | .000 |
| Intercept | 212075.728 | 1 | 212075.728 | 2621.651 | .000 |
| Model | 5028.898 | 1 | 5028.898 | 62.167 | .000 |
| Language | 749.630 | 1 | 749.630 | 9.267 | .003 |
| Model * | 11.289 | 1 | 11.289 | .140 | .710 |
| Language | | | | | |
| Error | 4853.638 | 60 | 80.894 | | |
| Total | 253520.000 | 64 | | | |
| Corrected Total | 12929.750 | 63 | | | |

a. R Squared = ,625 (Adjusted R Squared = ,606)

Based on the table above, the sig value for the interaction of the learning model and mastery of the standard language is 0.710, which is greater than 0.05 so that it can be stated that H₀ is accepted. Thus it can be stated that there is no interaction between the student teams achievement divisions (STAD) model and mastery of the standard language on argumentative writing skills in class IX students of SMP Negeri 1 Seputih Mataram, Central Lampung district.

DISCUSSION

Writing is the ability to express ideas, opinions and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, grammatical and

spelling usage. Abbas (2006:125). This study uses quantitative research with experimental methods. Data collection techniques using tests. The collected data was processed using a two-way analysis of variance (ANOVA) technique with the SPSS program.

The first hypothesis states that there is a significant effect between the application of the Student Teams Achievement Divisions model on students' argumentative writing skills. The second hypothesis states that there is a significant influence between mastery of the standard language on argumentative writing skills. In the third hypothesis it is stated that there is a significant influence between the application of the Student Teams Achievement Divisions model and mastery of the standard language on students' argumentative writing skills. The fourth hypothesis states that there is no interaction between the student teams achievement divisions (STAD) model and mastery of the standard language on students' argumentative writing skills. Hypothesis testing has succeeded in showing that: (1) there are differences in argumentation writing skills between students who use the Student Teams Achievement Divisions model and conventional models in learning. The argument writing skills of students who use the Student Teams Achievement Divisions model are higher than those of students whose learning uses conventional models; (2) There is no interaction between the Student Teams Achievement Divisions model and mastery of the standard language on argumentative writing skills.

Differences in Argumentation Writing Skills Between Students who Learn with the Student Teams Achievement Divisions (STAD) Model and Students who Learn through Conventional Models

Based on the results of testing the hypothesis, H_0 is rejected because $-t_{count} = -1.999 < -t_{table} = -8.981$ then based on the significance value or probability value in the table a sig value of 0.005 is obtained which is smaller than 0.05, then H_0 is rejected. So based on these two criteria it is stated that there is a significant influence between the application of the Student Teams Achievement Divisions model on students' argumentative writing skills.

In the Student Teams Achievement Divisions model, the learning empowers students more. Students are able to construct knowledge that is in themselves, connecting each concept with real experiences of students. A learning is said to be contextual if it has developed seven principles of learning (constructivism, asking questions, inquiry, learning communities, modeling, reflection, and actual assessment). Learning will be felt to have meaning if it is directly or indirectly related to the daily experiences experienced by the students themselves.

Differences in argumentation writing skills between students who master a lot of standard language using the STAD model and students who study using the conventional model

In testing the hypothesis, the sig value of the analysis results is 0.000, which is less than 0.05, so H₀ is rejected.

The second criterion is based on:

H₀ is accepted if $-t_{table} \leq t_{count} \leq t_{table}$

H₀ is rejected if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$

The value of $t_{count} = 7.277$ and $t_{table} = 1.999$, then $t_{count} > t_{table}$ then H₀ is rejected. So based on these two criteria it can be concluded that there is a significant influence between mastery of the standard language on argumentation writing skills.

Differences in students' argument writing skills between students who have little command of the standard language with the STAD model and students who study with the conventional model

Based on the sig value in the table of the results of the two-way Anava test analysis (Two Way Anava), namely 0.00 in the learning model and 0.003 in mastering the standard language where this value is smaller than 0.05 so it can be stated that H₀ is rejected. Thus it can be concluded that there is a significant influence between the application of the Student Teams Achievement Divisions model and mastery of the standard language on argumentation writing skills.

Interaction between Model Student Teams Achievement Divisions (STAD) and mastery of the standard language on argumentative writing skills

Based on the results of testing the hypothesis, the sig value for the interaction of the learning model and mastery of the standard language is 0.710, which is greater than 0.05 so that it can be stated that H₀ is accepted. Thus it can be stated that there is no interaction between the student teams achievement divisions (STAD) model and mastery of the standard language on students' argumentative writing skills. Whether students' argumentative writing is good or not depends on the amount of standard language they have, besides that it also depends on the approach used in learning. From the results of data analysis it was stated that the results of writing arguments of students who had a low standard language in learning using the Student Teams Achievement Divisions model were better than students who studied with conventional approaches. It shows that the Student Teams Achievement Divisions model in each lesson is very important to implement to increase student activity, creativity, and innovation in the learning process. The

conclusion that can be drawn from this study is that the use of the Student Teams Achievement Divisions model influences students' argumentation writing skills.

CONCLUSION

Based on the research results, it can be concluded as follows: (1) There is a significant influence between the application of the Student Teams Achievement Divisions model on the argumentative writing skills of class IX students of SMP Negeri 1 Seputih Mataram, (2) There is a significant influence between mastery of the standard language on writing skills argumentation of class IX students of SMP Negeri 1 Seputih Mataram, (3) There is a significant influence between the application of the Student Teams Achievement Divisions model and mastery of the standard language on the argument writing skills of class IX students of SMP Negeri 1 Seputih Mataram, (4) There is no interaction between student models teams achievement divisions (STAD) and standard language mastery of argumentative writing skills in class IX students of SMP Negeri 1 Seputih Mataram. Based on the information above, it can be concluded that through the application of the Student Teams Achievement Divisions model, it can improve students' understanding of writing arguments in class IX at SMP Negeri 1 Seputih Mataram.

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