

The Effect of Students Team Achievement Divisions (STAD) Teaching Method and Small Group Discussion Method on Students' Writing Descriptive Text Achievement

Riandi Sinaga¹, Sahlan Tampubolon², Erika Sinambela³

^{1,2,3}Universitas HKBP Nommensen Medan, Indonesia

riandisinaga1606@gmail.com, sahlan.tampubolon@gmail.com, erika.sinambela@uhn.ac.id

Abstract

This research presents a research report on the using of Students Team Achievement Divisions (STAD) Method and Small Group Discussion Method for students' writing skill at SMK Kesehatan Tridarma. The objectives are to find out the effect of using Students Team Achievement Divisions (STAD) Method and Small Group Discussion (SGD) Method for students' writing skill and which method is the most effective one. The subject of this study was grade X students of Senior High School SMK Kesehatan Tridarma. In this study the writer took 100 students of SMK Kesehatan tridarma as the sample. They were divided into three groups. The first and the second groups are (Experimental Group). They were taught by using Students Team Achievement Divisions (STAD) Method and Small Group Discussion (SGD) method in writing text, while the third group (Control Group) was taught without using Students Team Achievement Divisions (STAD) Method and Small Group Discussion method. The technique for data analysis is quantitative research. In analyzing the data the mean of the students score for pre-test in experimental group one (STAD Method) is 69.27 and the mean of the students score for post-test in experimental group one is 81.30. The mean of the students score for pre-test in experimental group two (SGD Method) is 68, 83 and the mean of the students score for post-test in experimental group two is 80, 29. The mean for pre-test in control group is 66, 8 and the mean for post-test in control group is 76.77. The conclusion is that the using of Students Team Achievement Divisions (STAD) Method and Small Group Discussion are significantly affect the students' writing skill. STAD Method is the most effective one in teaching news item text than SGD Method. It is suggested that teachers should apply this method as one of methods to improve students' ability in writing descriptive text.

Keywords

students team achievement divisions (STAD); small group discussion (SGD); students' achievement; writing; descriptive text



I. Introduction

Among the four languages skills, there are listening is an important aspect of human communication process. The listener should always listen to the communication completely. Reading is one of the most effective ways of foreign language. Reading simply is the implementation of a written message. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Writing is still the most important means of access to the vast repository of knowledge of literate cultures. Those facts alone demand students in school should gain the fullest, deepest, and richest means of using cultural technology of writing (Harmer, 2004).

Writing is also a communication tool to share thoughts and ideas with others. So, it is crucial for students to develop and improve writing skills. Writing as a part of the language skills is the most difficult skill must be taught maximally by the teacher to the students beside speaking, listening, and reading. Writing skill is a very important subject because it trains us to share ideas from our brain. It is not easy to translate concept in our brain to be a written language. According to Heaton (1981), writing is more complex and difficult for teach, requiring, and mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements. From Heaton's opinion, it can be concluded that writing is the most difficult process in a language; students have to study harder to be able to write effectively.

General problem in writing, related to low motivation, bad study habit, and attitude toward learning. The problem was related to vocabulary, grammar, diction, spelling, and topic. Another factor that makes writing be the most difficult subject for the student is there are lot of kinds of text in English, such as descriptive, report, recount, narrative, procedure, anecdote, argumentative, hortatory, expository, explanation, spoof, and news item. Each text has different characteristics.

There are generic social function, structure and grammatical features. One of the kinds of text in English, the researcher chooses is descriptive writing as his research topic. In descriptive writing, the purpose of the author here is to give the reader some words STAD and Small Group Discussion of something the researcher has experienced. This would include the impressionism of the senses: sight, hearing, taste, smell, and touch. Authors who are carefully observers are the last writer of description. Such the researcher is selective in their choice of details. Instead of telling everything, they choose those details that are most likely to suggest the reader the experience they want him to have.

The specific problem when the researcher do teaching practice there are some reasons which make writing difficult. First, writing requires good grammar. A non-native person has to remember a large number of rules in structures which are quite different from their own language. Second, people are often known to spend less time to write than to listen, to speak, and even to read. Third, when students of English as a foreign language write something, they have a big question in mind whether what key write is correct on incorrect.

Descriptive writing is to describe particular person, place, or thing. It can describe something in the words so that the readers find a clear impression to the object. Descriptive writing has two generic structures, they are identification, the researcher identifies phenomenon to be described, and in description, the researcher describes parts, qualities, and characteristics.

Based on the problem, assuming the cause is the teacher don't use the method, maybe the teacher do not know what method will be taught to students. Teacher used method but method is not suitable to the teaching learning process. The cause of the failure of students in writing was likely to happen because of the method used by the teacher during the teaching-learning process, so the students could not enjoy their lesson. So, the researcher will be applying the cooperative STAD teaching Method and Small Group Discussion Method in teaching writing descriptive text, because the method suitable to make the students can writing descriptive text.

According to other researcher, the researcher suggests that the using of STAD teaching method and Small Group Discussion Method as a new strategy is recommended, an observation of English teaching has conducted by applying Robert Slavin's cooperative system called Students Teams-achievement Divisions, or STAD. In the STAD cooperative system students are grouped by mixed-ability and gain points for the group based on a comparison of their own test score to their own individual learning expectation and Small Group Discussion Method Divide students into groups of two or three students each.

Moreover, Kelly and Stafford (1993) states that small group discussion is more effective if the group consisted of 2-3 students enable students to give their opinions or ideas to other students easily. In a group, the students are free to talk and to discuss the solution to answer the questions because they do not accomplish their tasks individually.

Students Teams Achievement Division method and Small Group Discussion Method could improve the students' writing ability in writing descriptive text. Based on the research, the researcher interested this title, because when the researcher do the teaching practice in the school.

Rahayu (2018) studied a comparative study of group-based learning method between STAD and SGD toward students' writing achievement of descriptive text on the tenth grade of SMK SalafiyahKajen in the academic year of 2017/2018. The purpose of the study was to differentiate those two methods, which were then found the appropriate method between STAD and SGD for learning writing skill. This study used a mixed method by using comparative design The subject of this study were the students at the tenth grade of SMK SalafiyahKajen, students' class RPL 2 and TB. The students from both of the class had different treatment which RPL 2 was treated using SGD and TB was treated using STAD. The technique of data collection was a test, observation, and documentation. The test consisted of two tests; they were pre-test and post-test. After collecting the data, it was found that the average score of pre-test of SGD group was 50.06 and for STAD group was 47.75; meanwhile, the average score of post-test of SGD group was 68.70 and for STAD group was 63.10. So, the computation of t count was 5.031, and the t table was 1.69.

Aritonang, et al (2015) conducted the research in order to find out whether there is a significant effect of the application STAD method to the students skill in writing descriptive text to the eight grade of SMP Negeri 3 Padangsidempuan in 2015-2016 or not. The number of population in this research is 190 students and the number of sample is 34 students. The method of this research is descriptive method and as the instrument for collecting the data, the writer uses questionnaire and test. After collecting the needed data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{XY}). The result of the data description shows that the mean score got by the students of the eighth grade students is using STAD method is 78.23. It can be said that the criteria is good and the mean score of students of the eight grade students in writing descriptive text is 63.82. It can be said that the criteria is enough. Based on the data analysis that is analyzed by using r_{xy} formula, it is found that the value of $r_0 = 0.468$. If it is consulted to the value of $r_{table} = 0.339$, it can be stated that the value of t-test is bigger than t-table ($0.468 > 0.339$). It means that there is a significant effect of the application of STAD method to the student's skills in writing descriptive text to the eighth grade students of SMP Negeri 3 Padangsidempuan in 2015-2016.

Suryani (2018) studied whether Student Team Achievement Division (STAD) can improve students' ability in writing descriptive text or not. To answer this research questions, the researchers applied experimental study. Two classes of the second-grade students in MTs (Islamic Junior Secondary School) Babun Najah were chosen as the sample of this study. In order to get the data, the test was used as the main research instrument. The researcher applied teaching writing descriptive text by using STAD in the experimental class. Based on the result, it was found that the t-test score of post-test in experimental and control groups is higher than the t-table score ($4.21 > 1.69$). This means that the alternate hypothesis was accepted or the implementation of STAD improves the students' ability in writing descriptive text. The findings also revealed that the writing component that had improved by using STAD is the content component. The students show more knowledgeable in their writing. In

addition, through STAD the students had the opportunity to work together in a group to share and learn in order to produce good writing.

Mustika (2015) tried to find out whether there is any significant effect of STAD method in writing discussion text ability to the twelfth grade students of SMA Negeri 1 Sipirok. In order to achieve the aim of this research, the writer carried the quantitative approach by applying experimental method. The population was the twelfth Grade Students of SMA Negeri 1 Sipirok, which consists of 150 students. The writer used cluster sampling technique to get the sample. The whole amount samples were 60 students. The data was collected by using composition test as an instrument. The writer used statistic processes in analyzing data. They were descriptive and inferential analysis by using the formula of “t-test”. After calculating the data, it was found that the mean score of students’ writing discussion text before using STAD method is 69.84, it is categorized “enough”. While the mean score of students’ writing discussion text after using STAD is 75.93, it is categorized “good”. The result of the analyzed data shows that t is greater than t_{table} ($3.15 > 2.00$). So, the hypothesis is accepted. It means there is a significant effect of STAD method to students’ writing discussion text ability (a study to the twelfth grade students of SMA Negeri 1 Sipirok).

Accordingly, the researcher decides to improve students’ achievement in writing of descriptive text by using STAD and Small Group Discussion Method.

II. Review of Literature

2.1 Writing Skill

Writing is a good support for the other three skills. As the basic level, writing is an act of committing words or ideas to some medium. Writing is one of English basic skills that has important role. Harmer (2004:31) states that “Writing is a way to produce language and express ideas, feelings, and opinions.” Writing is a process of sharing information, message, and ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement. It means that in writing, one expresses ideas, opinion, feeling, or experience that somebody read or heard into the written form to develop his writing skill (Brown, 2001).

According to Harmer (2004:4-6), writing process is the stages the writer goes through in order to produce something in its final written form. Related to the definition, Harmer stated that there are four elements in writing process:

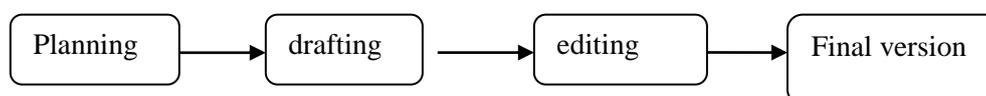


Figure 1. Writing Process (Harmer:2004)

- 1) Planning
Planning is the first step in doing writing. The Researcher plans what he is going to write or type in this step. It can be done by making detailed notes. When planning, the writer has to think three main issues, they are purpose, audience, content structure. So, planning is the first step that will guide to the next step.
- 2) Drafting
Drafting is the second step in writing. It is an activity in which the writers will start their writing. They will write whatever in their mind. They will write as they know.
- 3) Editing (Reflecting and Revising)
Editing is the third step in doing writing. Editing can be done after drafting has done. It means that after doing drafting, the Researcher will read what he has been written to

see where it works and where it does not. It is to edit or to make clear about the writing, so that it can be easy to publish. It needs some corrections to avoid some mistakes in the writing and to avoid the ambiguity in the writing. It can be done if the planning has been done. So, drafting is the second step in writing.

4) Final Version

Once the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. They may look considerably from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to the its intended audience.

According to Saragih (2019) writing is the ability to express ideas, opinions, and feelings to other parties through written language. Especially, increasing English vocational education students' communicative abilities, which included listening, reading, writing, and speaking abilities (Syakur, 2020). Based on the some explanation above, it can be conclude that writing is a complex skill. Basically writing is not a simple drawing range of autographic symbols, but actually it involves a complex process done step by step to pass on knowledge or messages in our mind in written form, which we have to use certain grammatical rules, choose the right words in our sentences. Each of sentences in our paragraph must have correlation with each other with organize the logical fact. learn to appreciate differences as their focus of attention is getting immersed when they learn writing or other skills with this method in English (Ali, 2019).

2.2 Descriptive Text

Descriptive text is one of text-type which is taught in English teaching. As its name, the text is descriptive. Descriptive writing is writing that describes a person, a place, an idea, an organization, or an activity” (Meyers, 2005). And descriptive writing appeals to the senses, so it tells how something sees, hears, smells, and touches. Gerot and Wignell (1994) also define “descriptive text is a text which has social function to describe a particular person, place, or thing”. In the context of writing, every text has structure to compose it (Mark and Anderson, 1997)

2.3 Student Teams Achievement Divisions (STAD)

According to Slavin (1987:13) Student Teams Achievement Divisions (STAD) are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The main idea behind student team achievement divisions is to motivate students to encourage and help each other master's skills present by the teacher. If students want their team to earn other rewards, they must help their best, expressing norms that learning is important, valuable and fun. Students work together after the teachers, lesson. They may work in pairs and compare answer discuss any discrepancies, and help each other with any miss understanding. STAD method give the benefits for the students, promote students learning and academic achievement, increase students' intention. Enhance students' satisfaction with their learning experience, help students develop skill in oral communication, develop students' skill, promote students' self-esteem and also help to promote students' race relations (Barus, 2020).

1. Class Presentation

The material in STAD is initially in a class presentation. This is most often direct instruction or a lecture-discussion conducted by the teacher, but could include audiovisual presentation. Class presentation in STAD is different from usual teaching only in that they must clearly focus on the STAD unit. In this way students realize they must pay

careful attention during the class presentation, because doing so will help them do well on do the quizzes, and their quiz scores determine their teams' scores.

2. Teams

Teams are composed of four or five students who represent a cross-section of the class in term of academic performance, sex, and race or ethnicity. The major function of the teams is to make sure that all team members are learning, and more specifically, to prepare its members to do well on the quizzes. After the teacher present the material. The teams meet to study worksheets or other material. Most often, the study involves students' discussions problem together. Comparing answer, and correcting any misconception if teammates make mistakes. The team is the most important future of used STAD. At every point, emphasis is placed on teams members doing their best for the teams and on the team doing its best to help its members. The teams provides the peer support for academic performance that is important for such outcomes as inter group relation, self- esteem, and acceptance of mainstreamed students.

3. Quizzes

After approximately one to two periods of teacher presentations and one of two periods of teams practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes. Thus every student is individually responsible for knowing the material.

4. Individual Improvement Score

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if he or she works harder and performs better than in the past. Any students can contribute maximum points to his or her team in this scoring system. But no students can do so without doing his or her best work. Each student is given a score. Derived from the students average past performance on similar quizzes. Students then earn points for their teams based on the degree to which their quiz scores exceed their base scores.

5. Team Recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Students' team scores may also be used to determine up to 20 percent of their grades.

2.4 Small Group Discussion Method

A simple and effective method of involving students is known as small group discussion. According to Hyland (2002), small group itself is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Small groups provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible (Suryani, 2015). Discussion method is a learning method that exposes students to a problem.

The main goal of this method is to solve a problem, answer questions, add and understand the students' knowledge and make a decision (Kelly and Stanford, 1993). Small group discussion is defined as a process where in a group of students get together to exchange experiences, information, ideas, or their thoughts to solve a problem. Small group discussion is an orderly process that involves a group of individuals consisting of 2-3 students in a face to face interaction cooperatively. The purpose of the small group discussion is to contribute and circulate information on a particular topic and analyze and evaluate the information for

supported evidence in order to reach an agreement on general conclusions (Christiani and Mintohari, 2014).

III. Research Methods

This study used quasi-experimental design with three groups pre-test and pots-test (Ary, 2010). The population in this study was tenth grade students at SMK Kesehatan Tridarma. The sample of this study was 100 students chosen through purposive sampling technique. Quantitative data was taken from students' writing descriptive text. The research instrument of this study administering pre-test and post-test from the three classes are analyzed statistically by using t-test and effect size. Method of data analysis used computing statistical in the form of independent T-test by using SPSS 20.0 for windows to analyze the data. The quasi-experimental research design is used to identify any casual impact between the independent variable and dependent variable with groups that were non randomized assigned. In the quasi-experimental there were two types of groups, they were experimental and control group. Those groups were given a pretest and a posttest. What made two groups different is that the experimental group is given a certain treatment after pretest. The following table shows the design of the study.

Table 1. Quasi-Experimental Design

Group	Pretest	Treatment	Posttest
Experimental	✓	STAD	✓
Control	✓	SGD	✓

As shown in the table above the study involved two classes; experimental class and control class. The two groups of students were given a pretest and a posttest. Different treatment is given to the two groups in which in experimental class, the students were given treatment by using the Students Teams Achievement Divisions (STAD) Teaching Method and Small Group Discussion Method, whereas in the control class the students were given a conventional treatment.

IV. Discussion

4.1 The Scores of STAD Class

In the experimental class in STAD method, the data of pre-test were resulted from 30 students with the mean score was 69.27, the highest score obtained was 77 and the lowest score was 62. Meanwhile, the mean taken from the post-test result was 81.30 with 90 as the highest score and 69 as the lowest score. Therefore, the data showed that the post- test result was higher than the pre-test with the difference of the gained-scores 12.03. The results can be seen in Table 2 below. The data presented in the Table 4.1 represented the score of individual score.

Table 2. Students' Scores of STAD Experimental Class

Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
A1	75	88	13
A2	77	80	3

A3	70	75	5
A4	76	89	13
A5	69	75	6
A6	75	79	4
A7	71	79	8
A8	69	73	4
A9	68	75	7
A10	71	89	18
A11	68	79	11
A12	65	78	13
A13	65	78	13
A14	70	74	4
A15	65	85	20
A16	67	79	12
A17	63	82	19
A18	72	82	10
A19	70	85	15
A20	71	86	15
A21	73	90	17
A22	69	82	13
A23	74	89	15
A24	72	89	17
A25	69	81	12
A26	63	79	16
A27	65	69	4
A28	69	88	19
A29	62	87	25
A30	65	75	10
Σ	2078	2439	361
Mean	69,27	81,30	12,03
Maximum Score	77	90	13
Minimum Score	62	69	7

4.2 The Scores of SGD Class

In the experimental class in SGD method, the data of pre-test were resulted from 30 students with the mean score was 68.83, the highest score obtained was 73 and the lowest score was 62. Meanwhile, the mean taken from the post-test result was 80.69 with 90 as the highest score and 69 as the lowest score. Therefore, the data showed that the post- test result was higher than the pre-test with the difference of the gained-scores 11.46. The results can be seen in Table 3 below. The data presented in the Table 4.2 represented the score of individual score.

Table 3. Students' Scores of SGD Experimental Class

Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	

A1	76	86	10
A2	77	80	3
A3	70	75	5
A4	76	85	9
A5	69	75	6
A6	75	79	4
A7	71	79	8
A8	69	73	4
A9	68	75	7
A10	71	87	16
A11	68	79	11
A12	65	76	11
A13	65	78	13
A14	70	74	4
A15	65	83	18
A16	67	79	12
A17	63	80	17
A18	72	80	8
A19	70	85	15
A20	71	86	15
A21	73	90	17
A22	69	82	13
A23	74	88	14
A24	72	87	15
A25	69	81	12
Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
A26	63	79	16
A27	65	80	15
A28	69	85	16
A29	62	85	23
A30	65	75	10
A31	65	79	14
A32	66	79	13
A33	65	75	10
A34	65	75	10
A35	69	76	7
Σ	2409	76	401
Mean	68,83	80,29	11,46
Maximum Score	77	90	13
Minimum Score	62	73	11

4.3 The Scores of Control Class

Unlike in the experimental class, in the control class the obtained higher mean scores in pre-test was 66.80 from 35 students. The highest score was 77, and the lowest score was 55. Meanwhile, the mean score in the control class resulted from post-test result was 76.77

with the higher score was 89 and the lowest score was 65. The student's individual score of the control class are shown in the following table.

Table 4. Students' Score of Control Class

Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
A1	69	79	10
A2	73	82	9
A3	71	89	18
A4	66	79	13
A5	71	81	10
A6	65	77	12
A7	66	69	3
A8	77	88	11
A9	75	87	12
A10	75	87	12
Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
A11	70	76	6
A12	71	75	4
A13	65	71	6
A14	65	72	7
A15	55	65	10
A16	71	84	13
A17	55	68	13
A18	68	74	6
A19	65	77	12
A20	71	75	4
A21	60	69	9
A22	63	69	6
A23	64	73	9
A24	69	75	6
A25	71	80	9
A26	70	79	9
A27	68	75	7
A28	55	65	10
A29	56	67	11
A30	70	85	15
A31	58	67	9
A32	75	82	7
A33	65	82	17
A34	60	80	20
A35	70	84	14
Σ	2338	2687	349
Mean	66,80	76,77	9,97

Maximum Score	77	89	12
Minimum Score	55	65	10

4.4 Overview of the Data Results

As the data results had been described in descriptive statistics, it was then compared to get the overview of the scores between the classes before and after being given the treatment and to see the progress achieved in each class. It can be seen in the following figure.



Figure 2. Overview of Both Classes Scores Comparison

Figure 2 above illustrates that the pre-test means scores of the STAD experimental class is 69.27 and SGD experimental class is 68.83 which is a little higher than the control class that is 66.80. This implies that students in the experimental class had almost the same writing ability with the control class. Meanwhile, the figure also shows a chart of the post-test mean scores. Even both classes showed improvement in the post-test result, but the mean indicated that students of experimental class achieved higher scores in post-test compared to the control class. It is also illustrated by the gained-scores of experimental class indicating the difference of increasing point that was higher than the control class. The difference mean of the gained-scores in STAD experimental class was 12.11 and SGD experimental class was 11.46 while in control class was 9.97 points. After statistical testing of data, the results show that:

1. There is difference significantly STAD teaching method, It can be looked from the grouping of students' scores in post-test of experimental class which the treatment the researchers with the significant value (sig $\alpha = 0.006$). By using STAD method, the students can increase their ability in writing descriptive text.
2. There is difference significantly SGD teaching method, It can be looked from the grouping of students' scores in post-test of experimental class which the treatment the researchers with the significant value (sig $\alpha = 0,005$.) By using SGD method, the students can increase their ability in writing descriptive text.
3. The effect of STAD Teaching Method to the writing skill is more significant than the effect of without STAD method to the ability of grade tenth of SMK Kesehatan Tridarma Pematangsiantar. It can be proved from the t observed value was 0,006 and

the value of t table was 2.00 at alpha 0.05. The value of t-test was higher than the value of t-table ($t\text{-test} > t\text{-table}$). Therefore, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected.

From the result of research finding, showed that Students Team Achievement Division (STAD) and the control group with lecturing and Small Group Discussion (SGD) was effective used in teaching writing descriptive text, because there was significant different result between teaching writing descriptive text by using Students Team Achievement Division (STAD) and Small Group Discussion (SGD) and using Conventional learning method. Based on data analysis, the researcher knows that the independent sample test result p-value is less than sig α ($0.006 < 0.05$). It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

Besides, the effect size was also calculated to acknowledge the level of effectiveness by using the Cohens'd formula. The result of the effect size value was 0.82, which indicated that Students Team Achievement Division (STAD) and Small Group Discussion (SGD) were moderately effective which can train the students' ability to think and learning to communicate (sharing).

Based on the research method, the teaching learning process was divided into three steps. First steps is giving pre-test for the both of class in experimental class and control class to know on the students' writing ability before taught by Students Team Achievement Division (STAD). Second step is giving treatment in experimental class by applying Students Team Achievement Division (STAD) and Small Group Discussion (SGD) in writing descriptive text. The third step is giving post-test for the both of class (experimental and control) to know on the students' writing ability after they got treatment.

Based on the result of test from teaching writing by using Students Team Achievement Division (STAD) and Small Group Discussion (SGD) its make the students easily to write. Because before the students starting to write, the students can dialogue with themselves, then the students can talk and share ideas with one another. Method to be effective when students working in heterogeneous group to two until six students, are asked to explain, summarize, or reflect. From the results of the statistical computation using independent sample T-test, show that the score of writing before being taught by Students Team Achievement Division (STAD) is less than after being taught by Students Team Achievement Division (STAD). In the pre- test of experimental class, the mean score is 66.8 and 69.27 for control class which shows only a slight difference of 0.9 points. While the mean score in posttest of experimental class is 81.30 and 76.7 for control class that only gained 4.6. Although it shows a slight difference between two means, the result shows that post-test of experimental class was better than Post-test in control class. From the result above, it is can conclude that the students get good achievement in writing after taught by Students Team Achievement Division (STAD). From the explanation above, it can be conclude that in this research Students Team Achievement Division (STAD) is effective to improve students' writing descriptive text ability at SMK Kesehatan Tridarma.

V. Conclusion

This study can be concluded that both STAD and SGD were effective on the students' writing descriptive text ability. It was shown by the independent sample T-test of p-value (2-tailed) = 0.006 in the post test and 0.035 in gained scores. As the research referred to the significance level of sig $\alpha = 0.05$ (5%), therefore, the obtained p-value which was less than the sig $\alpha = 0.05$ (5%) indicated a statistical significance or effectiveness. In other words, when p-value < sig $\alpha = 0.05$ (5%), the null hypothesis of the research was rejected and

alternative hypothesis was accepted. Besides, the effect size then was also calculated by using Cohens'd resulted from a value of 0.47. It can be interpreted that the level of significance ranged at the moderate level. Therefore, the Null Hypothesis of this research was rejected and the alternative hypothesis was accepted. In other words, it proved that there is significant difference score on writing descriptive text ability of the tenth grade students at SMK Kesehatan Tridarma taught by using Student Teams Achievement Divisions (STAD) and Small Group Discussion (SGD). Therefore, the uses of STAD and SGD are encouraged to be applied in teaching writing skills.

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