Improving the Text Writing of the Observation Report by Applying the STAD Model at the Seventh Grade of MTs Negeri 1 Kolaka

Abstract

This study aims to describe improvements in the ability to write text reports of observations through STAD model on the seventh grade students of MTs Negeri 1 Kolaka. The research design used is Classroom Action Research. The data of this research are the process data and learning result obtained through observation, test, and field notes. The data sources of this research are teachers and students. The results showed that the ability to write text reports of observations conducted by students can be improved through STAD model. The average value of pre-action test results, that is 66.97 and on the test cycle 1 the average value of student learning outcomes rose to 74.96. Similarly, in the second cycle test, the average value of students’ learning outcomes rose to 81.41. Thus, it can be concluded that the ability to write text reports of observations can be improved through STAD model.

Keywords: writing skills, observational texts, STAD model

A. Introduction

Writing skills is the skill of expressing or pouring ideas in written form. According to Suparno and Yunus (2003) writing is an activity of delivering the message (communication) by using written language as a tool or media. The message is the content contained in a writing. This writing skill is very important to be mastered by students and even for students, writing skill is very helpful to complete the study.

Writing skills is one of the aspects of language skills in learning Indonesian language learned from elementary school to college. In the 2013 curriculum, one of the competencies expected by the students according to the content standard of Indonesian subjects is that students are expected to be able to present the text in various genres i.e. factual genre, response genre, and story genre.

Since this writing skill has been studied from the beginning, ideally every student already has adequate writing skills. However, the reality shows that students are still not able to present the writing well. The ability of writing students is still at an alarming level, as is the case with MTs Negeri 1 Kolaka. Indonesian subjects teachers at MTs Negeri 1 Kolaka stated that the students of VII Innovative grade MTs Negeri 1 Kolaka had difficulty in writing the text of the observation result. According to him, in general, students have not been able to write the text of the observation report with complete structure and inadequate writing development. Students'
writing is still much more incoherent, the word choice is still a lot less precise, and still less attention to the proper use of spelling and punctuation.

This fact shows that writing lessons in MTs Negeri 1 Kolaka has not gone as expected. Writing lessons are carried out by teachers using a scientific approach, but students have not been directed to cooperative learning. Students work individually and keep their own difficulties in writing.

Praxis of learning writing that took place in MTs Negeri 1 Kolaka is necessary special attention by doing an improvement action in the form of classroom action research (CAR). CAR is a reflective form of research by taking certain actions to improve and / or improve classroom learning practices professionally (Suyanto, 1997). Learning strategy that is considered appropriate to improve the ability to write text of the results of observation on the students of class VII MTs Negeri 1 Kolaka is STAD Model. Cooperative learning is highly beneficial for higher-performing students as well as for low-ability students (Arends in Ratumanan, 2002). According to Kauchak and Eggen (1993: 320), cooperative learning is a set of strategies that students use to help one another in learning a material. This is in accordance with the condition of class VII MTs Negeri 1 Kolaka that is academically very heterogeneous student ability that is low, medium, and high.

Based on the above description, the authors are interested in conducting a classroom action research on the students of class VII MTs Negeri 1 Kolaka with the title "Improving the Text Writing of the Observation Report by Applying the STAD model at the Seventh Grade of MTs Negeri 1 Kolaka".

B. Literature Review

1. Definition and Structure of Text of Observation Result Report

The text of an observation report is a type of text that provides general information about something after a systematic investigation or research. The text of an observation report is used when it comes to teaching a topic or writing an article or research such as a specific object, plant, animal, concept or ecosystem. A report text usually contains facts about a thing, description and information about the habits and qualities of a thing that can be proven scientifically (Anderson, 1997).

According to the Ministry of Education and Culture (2013), the text structure of the observation report consists of: general definition, section description, and description of benefits/conclusions. The General Definition is a general statement containing definitions, classes/groups, general information, or additional information about the subject being reported. General statement contains general information (Latin name, origin, class, additional information about what to report). Language characteristics of the observation report text has its own language characteristic, which uses the term in a particular field of science and defines the term by using the words "adalah" and "merupakan", and uses the word "yang" as the differentiator in the definition sentence.

The section description is a breakdown of the parts of the reported thing. If animals include physical characteristics, habitat, food, behavior. If plants are physical details of flowers, roots, fruit, or other parts details. Detailed benefits and nutrients are also presented in this section. If the reported object, the description of the section contains the classification of objects from various aspects and descriptions of the benefits of an object, the specific properties of the object. The section description uses terms in the field of science, standard words, and effective sentences. The conjunctive word used: yaitu, dan, selain itu, di samping itu, dari segi, in terms of details of first, second, and other types of groups. Language features use special explaining words and sentences (detailing).

According to Anderson (1997), the second part of the report text contains a set of paragraphs on the subject matter. In that section each paragraph usually begins with the main sentence, the main sentence at the beginning of each paragraph contains a preview of the information contained in that one paragraph. In addition, each paragraph should provide information about the characteristics of what is discussed or the object. Paragraphs in the second part of the text of the observed report form a description or an explanation of the subject matter or object. Furthermore, the benefit/conclusion description is a general summary of what is reported. The conclusion does not necessarily exist, it may exist and may not exist.

2. Linguistic Element of Observation Reports

According to the Ministry of Education and Culture (2013) the text of the observation report has a linguistic element consisting of: references, conjunctions, affixed words, groups of words.
Reference is a word that refers to another word that shows its bound. Can also be interpreted that references are a word that refers to another word that has been disclosed previously. In preparing a report text the results of observation is necessary conjunction. In the Indonesian language there are conjunctions of addition (dan, juga), contrary (tetapi), choice (atau), and causation (sehingga). The compounded word is a prefixed word, suffix, or insertion (infix). A word group is a combination of two or more words that do not form a new meaning.

Furthermore, Anderson (1997) states that the text of the observation report has several linguistic features. First, it contains the language terms about what will be discussed. General statement as an opening that introduces the subject to be discussed. It can contain short descriptions and definitions. Second, General terms. A set of paragraphs on the subject matter, usually in each new paragraph characterizing the thing discussed and starting with the main sentence. A summary of the information presented and the expiration marks of this report text. Third, the use of percentages. The use of percentages in the observational report text is used to make the text valid or reliable so that it can be proved by its validity. Percentage usage may exist and may not exist.

3. Technique of Writing Observation Reports

Writing the text of the observation report begins with a general statement as an opening that introduces what will be discussed, namely short description and definition. In compiling the text of the observation report, Anderson (1997) states that the steps of preparing the text of the report are (a) selecting the object to be discussed; (b) making a list of questions about objects that need facts about the answer; (c) searching for information about the object, such as school libraries, internet, etc; (d) making notes that answer questions using information derived from the observation; (e) arrange the records in the order they are intended; (f) organizing the framework of paragraphs systematically; (g) checking whether what has been made contains facts; (h) describing the object, provides details about the object, contains a main sentence in each paragraph. When writing a report text it is necessary to include details related to the subject matter or object. The details entered must be facts or opinions. Facts are statements that refer to the actual situation. Opinions are personal opinions that are not always the same as others; (h) developing the framework into a whole paragraph; (i) checking and reviewing paragraphs for errors to correct; (j) publishing or presenting.

4. Cooperative Learning

Cooperative learning is a learning that consciously and systematically develops interpersonal, silih ash, and foster intercourse between students as a living exercise in real society (Abdurrahman and Bintoro, 2000). It is further stated that cooperative learning is a learning that consciously and systematically wants to realize civil society (a society that values democracy, upholds human values, tolerates religious differences, views of life, ethnicity, race, opinion, etc.

Cooperative learning has several characteristics (Ratumanan, 2002) as follows.

1) Classes are divided into small groups. The group members consist of students with varying abilities, ie high, medium, and low.
2) If possible in the formation of groups also note the differences in ethnicity, culture, gender, socio-economic background, and so on.
3) Students learn in groups cooperatively to master their academic materials. The task of group members is to help each other’s group to achieve learning mastery.
4) The reward system is more group-oriented than the individual.

According to Slavin (1997), cooperative learning activities can play many roles in the lesson. In one lesson, cooperative learning can be used for three different purposes. For example, in a particular lesson the students work as groups trying to find something (eg helping each other expose sound principles through observation and activity using bottles of water). After class time is over, students can work as discussion groups. Finally students have the opportunity to work together to ensure that all members of the group have mastered everything about the lesson in preparation for the quiz, working in a group learning format. In other scenarios, cooperative groups can be used to solve a complex problem.

Furthermore, Arends & I. Richard (1997) emphasizes that cooperative learning models are developed to achieve three objectives. First, academic achievement. Cooperative learning is very beneficial for both high and low ability students. Higher-ability students can become tutors for low-ability students. In this process higher-ability students are academically benefited, because their knowledge can be more profound. Second, acceptance of diversity. Cooperative learning presents opportunities for students from diverse backgrounds and social conditions, to work and interdependent on routine tasks, and through the use of cooperative rewards structures can
learn to respect one another. Third, the development of social skills. Cooperative learning aims at teaching students collaboration and collaboration skills. These are the skills that are important in the community.

Furthermore, according to Ghazali (2001), cooperative learning has five benefits, namely: (1) can reduce the mistrust of a person who feels less capable; (2) the encouragement of group members is able to foster a student's confidence, that he is able to contribute useful thoughts to the completion of group tasks; (3) for relatively more capable students, cooperative learning succeeds in reducing the tendency to compete; encouragement to help other group members to understand the problem and accomplish the tasks that the group is responsible for; (4) can show that the ability of each student that rarely arises when classical learning turns out to be boldly displayed through group encouragement; (5) can show that learning in small, coherent and cooperative groups can encourage students to express opinions, offer solutions to problems facing groups, dare to take actions that may be at risk of mistakes, since individual faults are not expressed in cooperative learning, errors or failures and successes belong to group members.

Student Team Achievement Divisions as one type of Cooperative Learning. Student Team Achievement Divisions (STAD) is one type of cooperative learning developed by Slavin and colleagues at John Hopkin University in the 1970s and is the simplest type of cooperative learning. STAD model can be used by all teachers including teachers who are new to cooperative learning models. STAD model has been used by Maria Sanchez in teaching spelling and vocabulary (Kauchack and Eggen, 1993). STAD model has a number of advantages, namely (1) is the simplest cooperative learning so easy to use by teachers in learning activities; (2) supporting the achievement of academic ability, very useful in the formation and development of social skills; (3) allows students to construct their own knowledge. In contrast, STAD model has a number of disadvantages, namely (1) students who tend to be individualistic will have difficulty in cooperative learning process; (2) some teachers may have difficulty in organizing the material. The series of activities in STAD model include (1) teaching, ie the teacher presents the subject matter; (2) group activities, ie students working together in groups to learn the material presented by teachers; (3) tests, ie students performing quizzes or other assessments individually; (4) group awards, ie group scores calculated on the basis of increased scores of the members group.

C. Methodology

This study is a type of classroom action research. According to Kemmis and Taggart (1988), classroom action research is a form of self-reflection research collectively undertaken by researchers in social situations to improve the reasoning and fairness of their educational and social practices, and their understanding of the practice and to situations in which such practices are practiced. This research was conducted in class VII with the number of students as much as 32 people. The data in this research are: (1) result of observation of learning process, (2) result of student learning in the form of ability to write text report result of observation, and (3) field note. To collect the necessary data, the researcher uses the main instrument and supporting instruments. Researchers became the main instrument in this study because researchers played an important role in the overall research process (Moleong, 2000: 121). The supporting instruments used are observation guides, test results, and field notes.

Observation guides and field notes are used to obtain the data of text learning process of observation result through STAD model including teacher and student activity during the learning process. Observation guides are also used to observe the appropriateness between instructional implementation and STAD model steps. Test technique used to capture data of learning result that is students’ ability in writing text of result observation. Data analysis was performed based on data flow modeling technique developed by Miles and Huberman (1992: 18). The process of data analysis follow the steps, namely (1) reviewing all the data that has been collected; (2) conducting the reduction; (3) presenting data or disclosing data; and (4) concluding the data.

D. Findings and Discussion

1. Findings

a. Result of Observation of Learning Process in Cycle I and Cycle II
The result of observation of the learning process in the first cycle action by applying STAD model shows that (1) there are still seven students who do not show the activity and seriousness in paying attention to the presentation of the material by the teacher; (2) all groups still seem to dominate the individual in the discussion on the activity of identifying the text structure of the observation result and determining the linguistic elements of the observed text; (3) each group still have members who are not active in the activities of describing the observed object, in the search for the main idea in accordance with the observed object, the activity of developing the main idea becomes the text of the observation, the activity of displaying the task of the group and responding to each other, and on the activities of self-written task of writing the observed text; (4) the portion of teacher guidance time in each group is still very less. The results of these observations indicate that students have not tried to help each other in mastering the subject matter. The principle of positive interdependence among members of the group has not yet been seen. Based on the observation, reflection is done to overcome the weakness that happened in cycle I. In reflection activity concluded that teachers need to assist and guide students more intensively in the implementation of learning in cycle II.

Furthermore, the second cycle action is implemented based on the result of reflection on the action of cycle I. The result of learning observation on the implementation of the second cycle action obtained data, namely (1) all students are active and really pay attention to the presentation of the material by the teacher; (2) no more individual dominance in the discussion on the activity of identifying the structure of the observed text and determining the linguistic elements of the observed text; (3) all members of the group appear to be active in the activity of describing the observed object, in the search for the main idea according to the object being observed, the activity of developing the main idea becomes the observed text, the activity of displaying the group task and responding each other, independently writing the observed text; (4) students are seen actively giving explanations to their group's friends who have not understood the material well; (5) students helping each other and taking turns sharing ideas and explanations in groups; (6) teachers guide intensively questioning groups and seem to move from one group to another. (7) students are very active in responding to t.

The results of this study are related to the learning process that is implemented in the action of cycle I and cycle II in line with the statement Ghazali (2001) challenge the benefits of cooperative learning. According to him, cooperative learning can reduce the confidence of someone who feels less capable. At the beginning of the cycle I, some students still seemed not confident. However, the process through which they are in the group can have a positive impact. In cycle II they already showed confidence. It was observed in the enthusiasm shown during the learning cycle II. They observed actively conveying ideas in group discussions.

Another benefit according to Ghazali is to reduce the tendency to compete. It is also observed in cycle II. Students help each other in groups, even two students from other groups are happy to help explain to the nearest group. The atmosphere of competition is not visible.

Furthermore, it is stated that cooperative learning can encourage students to bring up the ability that has been buried. It also appears in cycle II. Some students who previously seemed quiet because rarely given the opportunity to exchange ideas among students in groups, begin to appear their ability.

b. Test Results of the Writing Text Ability of Observation Result after the Implementation of Action in Cycle I and Cycle II

Ability to write text of observation after applying STAD model at the VII grade students of MTs Negeri 1 Kolaka showed significant improvement. It can be seen on the increase of the value of the pre-action test results to the value of the test results of cycle I and the value of the test results cycle II. Improved ability to write text of observation after applied STAD model at the students of class VII MTs Negeri 1 Kolaka can be seen in the following table.

<table>
<thead>
<tr>
<th>Score interval</th>
<th>Category</th>
<th>Pre-action</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequenc y</td>
<td>Percentag e (%)</td>
<td>Frequenc y</td>
</tr>
<tr>
<td>86-100</td>
<td>Very Good</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>76-85</td>
<td>Good</td>
<td>9</td>
<td>29,03</td>
<td>13</td>
</tr>
<tr>
<td>66-75</td>
<td>Enough</td>
<td>8</td>
<td>25,81</td>
<td>9</td>
</tr>
<tr>
<td>56-65</td>
<td>Bad</td>
<td>9</td>
<td>29,03</td>
<td>4</td>
</tr>
<tr>
<td>46-55</td>
<td>Very Bad</td>
<td>5</td>
<td>16,13</td>
<td>1</td>
</tr>
<tr>
<td>00-45</td>
<td>Failed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2. Discussion

Action in the Cycle I that has not been maximized, then revised based on the results of reflection as a material improvement on the action cycle II. Action in the second cycle shows the students' participation in learning has increased significantly. Student participation is seen in some learning activities. (1) In the activity of identifying the structure of the observed text and understanding the language elements in the text of all active groups discussing, all students in each group are very enthusiastic in expressing ideas and responding to each other. (2) In the activity of writing the text of the observation result all active groups formulate the description of the observed object and search for the main idea in accordance with the description of the object being observed. (3) In the activity of developing the main ideas into the text of the observations also seen the activity and enthusiasm of all groups. (4) In the activity of displaying group tasks and mutual responding between groups, the classroom atmosphere is very noisy but still controlled and all remain in the corridor of discussion. In this activity the intensity of mutual response is very high and interspersed with students' applause and the atmosphere is very happy. (5) In the activity of writing the text of the results of observation independently all students have great motivation and optimism produce good writing.

The learning process that is carried out in the first cycle and the second cycle shows the improvement of the quality. In accordance with the narrative of Indonesian teachers in the class, it is stated that the students are less attention and not enthusiastic in following the previous learning of research implementation. In line with the statement of Ghazali (2001) on the benefits of cooperative learning, the application of cooperative learning with STAD model gives positive changes to the students in terms of the learning process. According Ghazali (2001), cooperative learning can reduce the mistrust of someone who feels less able. At the beginning of the cycle I, some students still seemed not confident. However, the process through which they are in the group can have a positive impact. In cycle II they already showed confidence. It was observed in the enthusiasm shown during the learning in the cycle II. They observed actively conveying ideas in group discussions.

Another benefit according to Ghazali is to reduce the tendency to compete. It is also observed in cycle II. Students help each other in groups, even two students from other groups are happy to help explain to the nearest group. The atmosphere of competition is not visible.

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Effective learning is learning that the process quality and test results do not disappoint. Similarly, what happened to students of class VII MTs Negeri 1 Kolaka. Having applied STAD model, the high participation of students in the learning process is reflected in the learning outcomes obtained. The ability of the students at the VII grade of MTs Negeri 1 Kolaka in writing the text of the observation report has increased significantly. Thus, it can be stated that during STAD learning the students experience improvement in terms of: (1) learning motivation, (2) courage to express opinions, (3) confidence, (4) openness accept criticism, and (5) interaction ability social.

E. Conclusion

Based on the presentation of data analysis results and discussion it can be concluded that the application of STAD model in learning to write text report of observation result can improve the ability to write text report of observation result on the students of class VII MTs Negeri 1 Kolaka. The increase is seen in the results of the ability to write text test reports the results of observations in the cycle I and cycle II showed a significant increase. The average value of pre-action test is 66.97, the average value of learning outcomes cycle I is 74.96 and the average value of learning outcomes cycle II is 81.41. The lowest score on the pre-action test was 47.62, the lowest score in the first cycle test was 54.76 and the lowest score in the second cycle test was 61.90. While the highest score on pre-action test is 85.71, the highest score in the first cycle test is 92.85 and the highest score in the second cycle test is 97.62.

Student Team Achievement Devision model can also improve (1) learning motivation, (2) courage to express opinions, (3) confidence, (4) openness accept criticism, and (5) ability of
social interaction in students. During the learning process, the teacher must be active in assisting the students working in the group to give guidance and answer the student's questions.

F. References