Jurnal DISASTRI: Pendidikan Bahasa dan Sastra Indonesia
Volume 6, Nomor 1, April 2024
E-ISSN: 2722-3329 | P-ISSN : 2716-411X
DOI: https://doi.org/10.33752/disastri.v6i1.5822

Jurnal Disastri:
Pendidikan Bahasa dan Sastra Indonesia
Vol 6, No. 1, April 2024
http://ejournal.unhasy.ac.id/index.php/disastri
EISSN:2722-3329, PISSN:2716-411X

The Influence of the Image-Assisted Student Team Achievement Division (STAD) Learning Model on the Ability to Write Description Text in Class VII Students of MTs Annur Palembang

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Abstract

The purpose of this study was to determine whether there is an influence of the image-assisted STAD learning model on the ability to write description text in grade VIII students of MTs Annur Palembang. Methods used using quantitative experimental methods, on data collection techniques using observation, documentation and test techniques. The test is in the form of writing description text. The samples taken in this study amounted to two classes, namely the control class and the experimental class. In the control class there were 29 people and in the experimental class there were 30 people. Based on this study, the results of the hypothesis test using the SPSS application obtained a sig value (2 tailed) of 0.000 < 0.05, it can be concluded that there is a significant difference in the average results of writing description texts for grade VII students carried out in the control class and experimental class using the image-assisted STAD model applied in the experimental class and without using the p model Based on the hypothesis test table and the average value of the control class and experimental class, it can be concluded that Ha was accepted and Ho was rejected, this shows that there is a significant influence on the effect of the image-assisted Student Team Achievment Division (STAD) Learning Model on the ability to write description text in grade VII students of MTs Annur Palembang.

Keywords : *STAD method, image media, description text.*

Article history			
Received:	*Revised:*	*Accepted:*	*Published:*
29-01-2024	*17-02-2024*	*31-03-2024*	*22-04-2024*

Introduction

The student team achievement model (STAD) is a variation of group cooperative learning that combines team leadership and group responsibility for individual learning. This model emphasizes the interaction and activities of students working together to achieve learning goals. (Ambarningrum, Slamet, & Karsono, 2019).

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So far, the method applied by Indonesian language subject teachers in learning writing has been to use the lecture method, question and answer and giving assignments or what is called the conventional method. Apart from that, the factor of students' weak ability when writing descriptive texts is because students find it difficult to express their thoughts and ideas using the appropriate language style and the right choice of words, so something new needs to be introduced to the learning and teaching process. Ability will result in the emergence of ideas obtained in different ways. One way is to use a learning model that is able to write descriptive text well.
Researchers want to increase students' desire to write descriptive texts by using the Student Team Achievement Division (STAD) learning model. It is hoped that this method can help teachers overcome students who are bored with learning Indonesian, especially in writing skills, in class VII MTs Annur Palembang.

The researcher chose MTs Annur Palembang as the research target to study the ability to write descriptive text using the Student Team Achievement Division (STAD) method by taking various considerations, namely: (1) This school is in great demand by the public. (2) Researchers want to know whether there is an influence of the Student Team Achievement Division (STAD) learning method at the school. (3). Previously, the researcher had searched for relevant previous studies through journals regarding the influence of the Student Team Achievement Division (STAD) method and did not find the same object as the research to be carried out. (4) Based on observations made by researchers, schools have limited facilities such as using projectors and computers and are carried out only using textbooks or only focus on one book without using other media.

So an appropriate learning model is needed to make students interested in learning. Especially in learning to write. It is hoped that using this learning model can attract students' interest so that the learning and teaching process can run well. Based on this background, the researcher intends to examine the influence of the Student Team Achievement Division (STAD) learning model assisted by images on the ability to write descriptive text in class VII students at MTs Annur Palembang.

Method

Research methods, according to Sugiyono (2011), are scientific methods for collecting high-quality data with the aim of finding, developing and proving certain knowledge that can be used to understand, solve and anticipate educational problems. Quantitative experiments were used in this research. Naturalistic research involves treatment. Therefore, experimental research is used to find out how certain treatments impact other people in a controlled environment. (Fitri Zaenal: 2020 p. 3) "The term "method" refers to a particular way to achieve a particular goal in a particular situation. Specifically, a research method is how research will be carried out to achieve a particular goal. In an effort to obtain explanations, discoveries, and validation, research method is the teaching of truth that is regulated by logical considerations to obtain systematic relationships from facts.

With this method, questions asked in an effort to seek knowledge about a truth will be easily answered. Research is also referred to as observation or inquiry and aims to answer the discovery process. Research is also defined as a process of gaining

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knowledge or solving problems in a systematic, scientific and logical way. A good hypothesis is presented clearly and concisely, explaining the relationships between variables and specific variables in a structured way. (Saptutyningsih & Setyningrum, 2019, p. 44)

Discussion

From the data analysis carried out using the SPSS Version 26 application, statistical hypothesis test results were obtained which can be seen in the table below:

Table 1 Hypothesis Testing

Independent Samples Test

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		
									Lower	Upper
Learning outcomes		.498	.483	11.895	57	.000	16.316	1.372	13.569	19.063
				11.863	55.044	.000	16.316	1.375	13.560	19.072

Based on As shown in the table above, the sig (2 tailed) value of 0.000 < 0.05 indicates that there is a significant difference in the results of writing descriptive text for class VII students both in the experimental class using the STAD learning model with the help of pictures and in the control class without it.

For more details on the average of the experimental class and control class, see the following table:

Table 2 Average Results Of Control And Experiment Class

Group Statistics

Learning outcomes	Eksperimen Class	30	81.83	4.850	.885
	Control Class	29	65.52	5.667	1.052

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In the experimental class the average result was 81.83 and in the control class the average result was 65.52. In this case it was stated that there was a significant difference between the experimental class that was given treatment and the control class that was not given treatment.

Based on the hypothesis test table and the average value of the control class and experimental class, it can be concluded that Ha is accepted and Ho is rejected, this shows that there is a significant influence on the influence of the Image-assisted Student Team Achievement Division (STAD) learning model on students' ability to write descriptive text. Class VII MTs Annur Palembang.

Research conducted by Nurmeli, a Postgraduate Student of the Indonesian Language Education Study Program in 2010, entitled The Influence of the Student Achievement Team (STAD) Learning Model on the Ability to Write Expository Essays of Class X Students of SMA Negeri 2 Kayuagung. According to data analysis, the STAD learning model helps students at SMA Negeri 2 Kayuagung write expository essays. The results show that the ability to write expository text of class Hypothesis Ha is accepted and Ho is rejected. This research also has a significant impact on the ability to write descriptive text using models, if it is related to previous research.

Of the 59 sample students, 12 of them succeeded in writing descriptive text, which is 40% of the total, and 30 students in the experimental class which used the image-assisted STAD learning model succeeded in writing descriptive text.

Capacity increase. It is hoped that this research can serve as a guide for teachers and schools to implement more varied learning models to improve students' learning abilities.The students' test results also showed significant improvement in the 2nd cycle. The average score of the test results is higher than the completeness criteria. Of the 30 students, only one got a score lower than the completeness criteria. Thus, the percentage of completion also increased compared to the 1st cycle, namely 97%.

Conclusion

Thirty people took part in image-assisted STAD learning, with the highest score being 88 and the lowest score being 75. Class VII.6 is the experimental class. Writing descriptive text is a given assignment. The results of the research show that the average score is 8 1 point 8 3. The percentage of students with scores from seven five to seven nine is twenty seven percent; the result of students with grades eighty to seven four the percentage is fifty percent; and the results of students with grades eight five to eight nine the percentage is twenty three percent.

In addition, the results of the experimental class normality test were carried out using SPSS. In the Kolmogorov-Smirnov column, the significant value for the experimental class is = 0.009 when compared with α = 0.05, the sig value for the experimental class data is greater than α = 0.05, so the data is normally distributed. In the Shapiro-Wilk column, the significant value for the experimental class = 0.007 compared to α = 0.05, so the data is normally distributed. After the normality test, a homogeneity test was carried out. The result is an experimental class sig value of 0.08. If the significant value of the experimental class is more than 0.08 (more than 5%), the data will be homogeneous and inhomogeneous for other values. If the significant value for the experimental class is more than 0.08 (more than 0.05), then the experimental class data is homogeneous.

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Twenty-nine individuals were designated as the control class, class VII.5, for the group that did not receive treatment. This class has the highest score of 75 and the lowest score of 53. The results of research and data processing show an average score of six five point six two, with the highest score being seven five and the lowest score being five three. To carry out a data normality test using the SPSS Version two six application, the results are as follows: the Kolmogorov-Smirnov column has a significant value for the control class = 0.200 when compared with α = 0.05, so the sig value for the data control class is greater than α = 0, 05, so the data is normally distributed; the shapiro-wilk column has a significant value for the control class = 0.685 when compared with α = 0.05, then the class sig value.

Thus, it can be concluded that the control class data has a normal distribution. In addition, to test homogeneity, the sig value for the control class is 0.517, which indicates that the data is homogeneous if the significant value is more than 5%, and is not homogeneous for other prices. Because the significant value of the control class is more than 0.517 and the significant value is more than 0.05, the control class data is homogeneous. In addition, for the results of hypothesis testing carried out using the SPSS program, a sig (2 tailed) value of 0.000 < 0.05 was obtained, which shows that there is a significant difference in the results of writing descriptive text for class VII students in the control class and the experimental class, in where the image-assisted STAD learning model is applied in the experimental class, but not used in the control class.

The ability to write descriptive text for Class VII Annur Middle School students in Palembang has been significantly influenced by the influence of the Image-Assisted Team Achievement Division (STAD) Learning Model. This conclusion can be made based on the hypothesis test table and average values for both experimental and control classes.

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