

***Improvement Skills Writing Observation Results Report Text Through Learning
Methods Cooperative Student Teams Achievement Divisions (STAD) for Students
Class X TKR 1 SMKN 5 Surabaya***

Cindy Afiffatus Syafi¹, Rini Damayanti², Sumara Arisanthi³

^{1,2} Wijaya Kusuma University, ³ SMKN 5 Surabaya

Corresponding Writer : ¹ cindysyafi@gmail.com

Abstract

This research aims to improve the skills in writing text reports on observations of class This research uses the Classroom Action Research (CAR) method with 4 stages, namely planning, action, observation and reflection. The results of the research show that the Student Teams Achievement Divisions (STAD) cooperative learning method is able to improve the ability to write text reports on student observations. This is proven by the increase in grades and writing results from cycle I to cycle II. In cycle I, the lowest value was 50 and the highest is 65 with an average increase of 18%. In cycle II, the lowest value was 70 and the highest was 90 with an average increase of 29%. The conclusion of this research is that the Student Teams Achievement Divisions (STAD) cooperative learning method which is integrated with product differentiation is effective in improving the skills of writing observation report texts in class X TKR 1 SMKN 5 Surabaya students.

Keywords : *Writing skills; observation report text; cooperative learning; product Differentiation.*

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Introduction

Writing is one of the basic skills that is an important element in language learning, especially in the context of formal education. Writing is an activity carried out to express ideas, notions or information in written form. Writing not only expresses feelings, but writing is an activity to express knowledge, science, and so on in written form. Therefore, writing is not only a simple activity but also needs to be learned (Kurniawan & Parnawi, 2023). Writing skills also require the ability to organize information systematically and logically. A writer must be able to organize the ideas that have been written in a clear and logical sequence, so that each part of the writing is well connected and follows a structured flow of thought. Organizing information systematically and logically is the key to producing effective and more meaningful writing.

In the field of language there are four language skills, one of which is writing skills. Writing skills are an important aspect because they allow someone to express thoughts, ideas and information in writing with clarity and structure. According to Tarigan (2008: 4), writing skills are a characteristic of an educated person or an educated nation because writing skills require a long time and practice. Good writing skills not only reflect a person's ability to convey information, but also show the dedication and effort that has been made in the learning and self-development process. Good writing skills show that someone is able to communicate ideas or information effectively to their readers. This includes clarity, accuracy and coherence in writing.

One type of text that is important in learning Indonesian is the text of an observation report. According to Anderson (in Azizi, 2017: 11), states that the observation report text is a text that conveys information about something as it is based on the results of systematic observation and analysis. Compiling the text of an observation report requires students' ability to observe, analyze and organize information obtained from observations in the form of a coherent and clear report. Writing skills can help students convey observation results in a more systematic and informative form, making it easier for readers to understand and assess the results of observations that have been reported in written form.

However, in practice there are still students who still experience difficulties in writing observation report texts well in accordance with the linguistic rules of observation report texts. This is caused by a lack of understanding regarding the structure and linguistic rules of observation report texts and a lack of student motivation and interest in writing. At SMKN 5 Surabaya, specifically in class X TKR 1, the problem of writing observation report texts is a challenge in itself. Based on the results of initial observations, the majority of students still experience difficulties in compiling good and correct observation report texts, especially in terms of clarity, accuracy and systematic writing that is in accordance with the structure and linguistic rules of the observation report text.

One approach that can be used to overcome these problems is through the application of *cooperative learning methods*. *Cooperative learning* is a learning method that demands student enthusiasm. Cooperative learning is group learning carried out together. Each group member is responsible for implementing learning and aims to improve learning (Huda, 2013: 110). In the learning process using the *cooperative method*, students are required to work together in groups to achieve common goals. Through the *cooperative learning method*, students not only learn individually but collaborate with colleagues, share knowledge, and support each other in the learning process to achieve learning goals. In line with the opinion of Karacop (2016) that cooperative learning is an active learning method that is often used in teaching and learning activities. This method involves interaction and collaboration between students to achieve in-depth understanding in the learning process. Collaboration in groups aims to improve understanding of material, develop social skills, and strengthen a sense of shared responsibility.

Cooperative learning methods have various models, one of which is *Student Teams Achievement Divisions (STAD)*. *The Student Teams Achievement Divisions (STAD)* learning model is a learning model that emphasizes teamwork in achieving learning goals. *The Student Teams Achievement Divisions (STAD)* cooperative learning method is a model

where the implementation of learning emphasizes the aspect of student cooperation in a group to solve a problem so as to achieve learning objectives (Sari et al., 2023). In general, the *Student Teams Achievement Divisions* (STAD) cooperative learning method is a learning model that emphasizes the importance of working together in a group. In the cooperative learning method with the *Student Teams Achievement Divisions* (STAD) model, students are divided into small, heterogeneous groups to solve problems or complete assigned tasks. The main goal of the *Student Teams Achievement Divisions* (STAD) learning model is to ensure that each group member understands the material being studied and is able to contribute to the collective achievement of learning goals. Through collaboration, each student is not only responsible for their own learning, but also for the progress of their peers in the group.

Student Teams Achievement Divisions (STAD) cooperative learning method in learning to write observation report texts is expected to be able to improve students' writing skills. Through cooperation or collaboration in groups, students are expected to be able to help and provide for each other so that they can improve the quality of their writing. Apart from that, this method is also expected to increase students' learning motivation because there is an element of healthy competition between groups. By linking product differentiation to their written work, it will be even more motivating to complete assignments optimally. Differentiation products, as explained by Tomlinson (2001: 86), make it possible adjustment assignment based on readiness, interests, and profile Study student. This matter means that the tasks given to student can different One each other for maximize achievement competence every individual.

In its application, tasks form products produced by students can varies in a way significant depending on needs and potential they. More students Ready or own interest certain Possible given more tasks challenge or deep, temporary other students in need support more Possible given more tasks simple However still relevant with objective learning. Adjustment This ensure that every student own opportunity For succeed in accordance with abilities and interests them, as well allows teachers to evaluate achievement competence in a way more accurate and meaningful.

Differentiation product with method also admitted that student Study with different ways and have method unique in express understanding they. Differentiation in learning means that teachers must consider the abilities, interests and needs of each student during the learning process (Wahyudi et al, 2023). With give various choice in assignments, the teacher can support diverse need learn and help every student reach potential full they.

Based on this background, this research aims to examine the effectiveness of implementing cooperative learning methods using the *Student Teams Achievement Divisions* (STAD) model in improving the skills of writing observation report texts in class X TKR 1 SMKN 5 Surabaya students. It is hoped that this research will be able to make a positive contribution to the development of more effective learning strategies in improving students' writing skills.

Method

Classroom Action Research (PTK) is a research model used in research entitled "*Improvement Skills Writing Observation Results Report Text Through Learning Methods Cooperative Student Teams Achievement Divisions (STAD) for Students Class X TKR 1 SMKN 5 Surabaya*". According to Ardiawan and Wiradnyana (2020), research action class (*classroom action research*) is A actions carried out For repair practice purposeful learning For increase quality learning . The action appeared in the learning process on purpose implemented with objective certain with form network cycle For group student in class and deep period same time as well as accept the same learning . On research This own four stages , namely a) planning (*planning*), b) action (*action*), c) observation (*observation*), d) reflection (*reflection*).

In cycle I, planning with designing plan learning with method *Student Teams Achievement Divisions* (STAD) are included in creating learning tools. Group students into small groups consisting of 6 people in each group and give them the task of writing a text report on the results of their observations based on a predetermined object. The action stage is carrying out learning using the *Student Teams Achievement Divisions* (STAD) method in the classroom. The teacher provides material and instructions, while students work together in teams to complete the assignments that have been given. The observation stage involves observing the learning process, interactions between students in groups, and students' ability to write observation report texts. Observational data is collected through field notes and student work results. The reflection stage involves analyzing the results of observations and evaluating the effectiveness of the *Student Teams Achievement Divisions* (STAD) method in improving students' writing skills. The results of the reflection will be used to design the next cycle. Improvements are carried out up to cycle II by making modifications to the learning plan and implementing the next cycle with a focus on the necessary improvements.

The data collection technique in this research was carried out by making observations using field notes to monitor student involvement in the group. Apart from that, before and after taking action, students are given a test to write a text report on the results of their observations to measure the improvement in their writing skills. And documentation by collecting and analyzing student writing results as evidence of improved skills. The data analysis technique in this research uses descriptive analysis by analyzing data from observations and written tests to see improvements in students' writing skills. Reflect on the data obtained to determine whether the research objectives have been achieved or require additional action.

Results and Discussion

Results

The research results obtained were based on Classroom Action Research using the cooperative method of the *Student Teams Achievement Divisions* (STAD) model to improve the ability to write observation report text for class

Cycle I

The initial stage in cycle I is planning by carrying out analysis related to learning planning in accordance with the learning objectives to be achieved. At the first cycle stage, it is necessary to pay attention to the design of learning preparations such as teaching materials, student worksheets, learning resources and assessment rubrics. After all the

learning preparations are complete and ready to be used, we compile them into a teaching module as a guide for implementing the learning.

After that, the implementation stage in cycle I is divided into three activities, namely introduction, core and conclusion. Preliminary activities carried out within 15 minutes include students respond to the teacher opening activity learning with pronounce Greetings , students answer the teacher on time ask news and attendance , students listen apperception given by the teacher towards material to be learned , students following the ice breaking carried out by the teacher before learning For create Spirit student in follow learning . Next , in core activities are carried out in time 60 minutes . On method learning *Cooperative Learning* has 5 syntaxes in learning .

First , on stage convey goals and motivation student teacher gives question lighter For open discussion like what just the important details you need to include moment describe the object being observed , so that the reader can understand with clear without see object the direct ? How the way you organize information obtained from observations so that your report has logical and easy structure followed by readers ?". After student respond question triggers teachers, students listening information provided by the relevant teacher objective or indicator from learning to be done . At stage second is serve or convey information . At stage the student observe objects that have been determined by teachers and students accept information that has been given by the relevant teacher with desired assignment they finish . At stage third , the teacher organizes student in groups Study . Before form group , the teacher does assessment formative For determine chairman group based on 6 values biggest among 36 students . Following This is results assessment formative use determine chairman group that will arrange the way discussion to Arrange text report results observation based on structure and rules language .

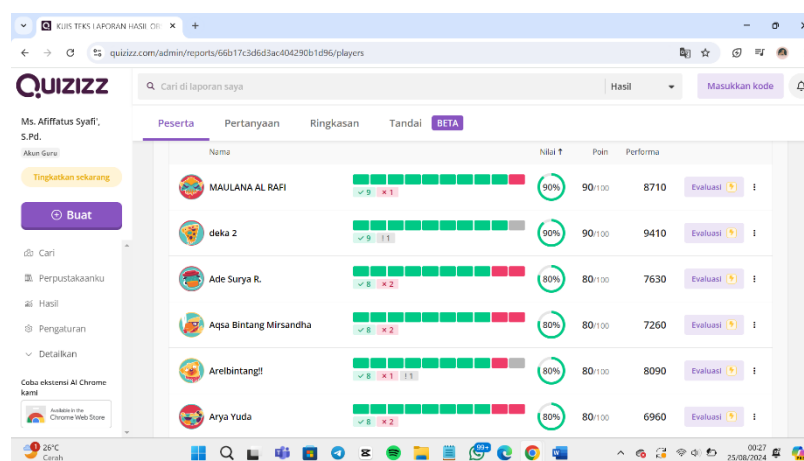


Figure 1. Results of the formative assessment for determining group leaders

Each of group will given assignment with topic or different objects . Results of student writing will corrected by the teacher for get input and evaluation . The teacher gives help limited and monitoring every group in compile text report results observation . On activities closing , students and teachers conclude learning day This , students and teachers do reflection learning , students listening task strengthening material provided by teachers, students listen to the relevant teacher material learning to be done at the meeting furthermore .

The following are the learning outcomes obtained in the material for writing text reports on the results of observations for each group in cycle I.

Table 1. Value of writing report text from observation results from cycle I

Group name	Mark
Group 1	55
Group 2	60
Group 3	55
Group 4	55
Group 5	50
Group 6	65

At the learning stage of cycle I, the assessment process is carried out based on the assessment rubric that has been prepared by the teacher. In cycle I, the results obtained by each group were still less than optimal and had not reached the KKM limit for the subject.

Cycle II

In cycle II the teacher provides an evaluation related to the results of the observation report text in cycle I. The teacher provides stimulus with an introduction via slides to guide students in developing skills in writing observation report texts. Apart from using slides, the teacher also asks questions related to the questions in accordance with the linguistic rules of the observation report text. The teacher reminds group friends to organize strategies or systematic assignments for each group member in completing their assignments. student given the opportunity to ask questions if you experience difficulties.

Apart from that, the teacher also reviews previous material related to the text structure of observation reports. Student given the opportunity to collect data widely via the internet. Data collected via the internet can be in the form of scientific names, habitat, breeding, etc. Teachers guide students and as a facilitator by providing corrections to their writing. Student If the writing is inaccurate and the text structure of the observation report is incomplete, they improve their writing to get optimal marks. Their final written results will be edited according to their creativity in the form of interesting and creative posters, videos and *scrapbooks to be used as reading material and sources of information*.

The following are the learning outcomes obtained in the material for writing text reports on the results of observations for each group in cycle I.

Table 2. Value of writing report text from observation results from cycle II

Group name	Mark
Group 1	70
Group 2	80
Group 3	70
Group 4	80
Group 5	80
Group 6	90

Based on the results of the implementation of cycle II, when compared with cycle I, it has been proven that there has been an improvement in writing observation report texts. In cycle II, the teacher combines product differentiation and *cooperative learning*

with the *Student Teams Achievement Divisions (STAD)* model , where each group works with the guidance of each group leader to achieve learning objectives. With integration into student product differentiation became more active in writing than before or cycle I because they wanted to be the best and most creative among the other groups. The results of writing text reports on student observations much better and creative than the previous writing. Not only the final results, but the content and completeness of the text structure of the observation report is also more complete in each text they created. This proves that the results of learning to write text reports based on their observations show a significant improvement.

Discussion

cooperative learning model *Student Teams Achievement Divisions (STAD)* learning method is an approach to increase interaction between students , develop social skills, and increase academic achievement. *The Student Teams Achievement Division (STAD) cooperative learning* model is a type of *cooperative learning* that emphasizes the importance of interaction between students in groups to motivate each other and help each other understand the lesson material. Through collaborative group work, students strive to achieve maximum achievements, both individually and as a group (Wulandari, 2022). The success of this method lies in *the Student Teams Achievement Division (STAD)*' s ability to create a collaborative learning environment, which not only increases academic achievement but also develops important social skills such as communication, cooperation, and empathy. The interactions that exist within the group encourage students to be more involved in the learning process, increase learning motivation, and ultimately achieve higher achievement.

In this research, the ability to write report text results from student observations class X TKR 1 experienced an increase from cycle I to cycle II. The following is a comparison of the scores for learning to write report texts based on the observations of each group.

Table 3. Comparison of writing scores for each cycle

Group name	Cycle I	Cycle II	Percentage increase (%)
Group 1	55	70	27%
Group 2	60	80	33%
Group 3	55	70	27%
Group 4	55	80	27%
Group 5	50	80	60%
Group 6	65	90	38%

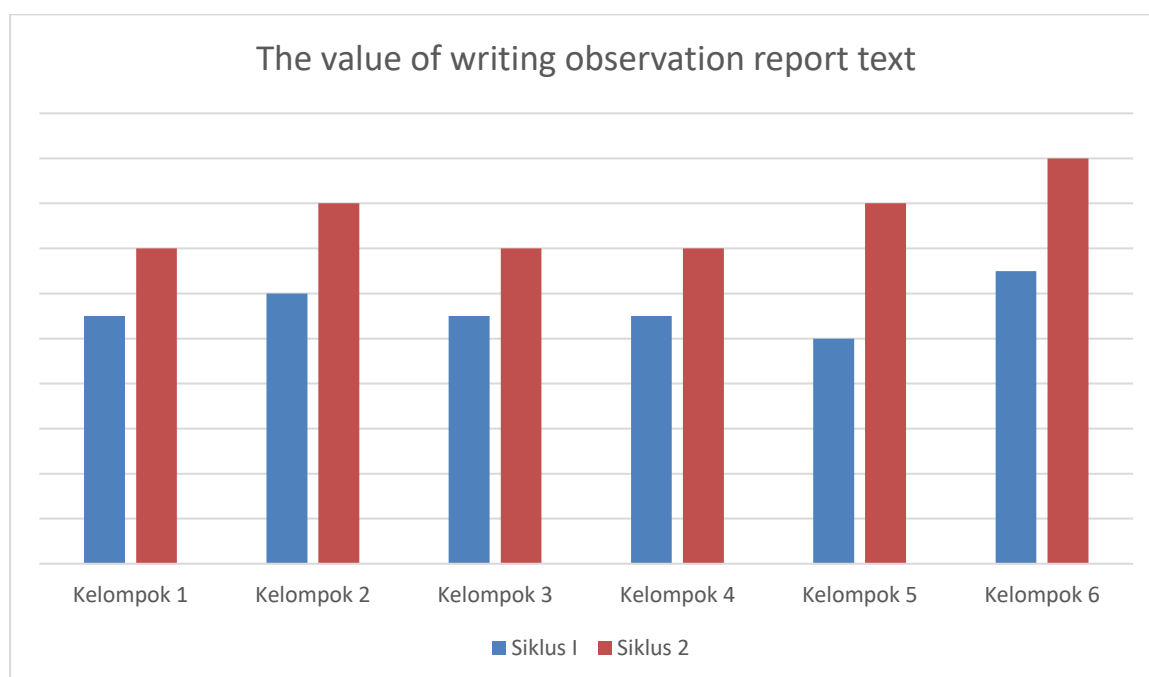


Chart 1. Assessment Cycle for Observation Result Report Text

Conclusion

Based on the research results that have been obtained, it can be concluded that in cycle I the value obtained from learning to write text as a result of observation was the percentage increase in the ability to write report text from observations using the *cooperative learning method with the Student Teams Achievement Division (STAD)* model. The lowest value was 50 and the highest value was 65 with an average increase of 18%. In cycle II, the lowest value was 70 and the highest was 90 with an average increase of 29%. Based on these results, it shows that student learning outcomes in cycle II was better than cycle I. Therefore, the *cooperative learning* model *Student Teams Achievement Division (STAD)* model which is integrated with product differentiation is able to improve the ability to write observation report texts in class – 2025.

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