

DEVELOPING LEARNING MATERIAL FOR TEACHING WRITING RECOUNT TEXT USING STAD TECHNIQUE FOR THE TENTH-GRADE STUDENT

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Abstract

This study was aimed to develop learning material for teaching writing recount text using STAD technique to the tenth-grade Students. The researcher developed the learning material because there were conditions in the class which do not support the situation in the learning process, The Learning process in writing skill, some students passive in the class so make the students not motivated and the learning process is not going well, and also the material used in the school is not complete enough. The procedure was based on ADDIE but because of the situation in this era (COVID-19), the research was conducted ADD (Analyze, Design, and Develop). It was conducted through the following analyzing the needs, designing the framework, and Developing the material. The learning material for teaching writing recount text using STAD technique had been validated by the expert: the learning material is appropriate with some revisions. The researcher suggested that further development of learning material for teaching recount text using STAD, for the next developers who conduct the same product to make it more complete (ADDIE) until the Implementation and Evaluation section in the class to make the learning material better

Keywords: English Learning Material, Supplementary material, ADDIE, Tenth Grade Students

INTRODUCTION

Writing is one English skill, writing used to communicate with each people indirectly, it's no need facing one and another to communicate with each other. In writing, students can express their ideas, opinions, and experiences in the form of

written English. By mastering writing in English, students are expected to be able to make good writing in written form.

In senior high school the students should be learned writing certain text, based on the syllabus of Curriculum 13 (K13) students at senior high school there are some texts that students need to learn such as Procedure text, Descriptive text, Narrative text, and Recount text. So, recount text is one of the standards of competence for the tenth-grade student in writing skill in English.

Teaching writing for the tenth-grade student is not easy. There are a lot of learning material that can not support the teacher easy to provide good learning material. Based on the pre-observation through the non-formal interview to the English teacher at SMA N 2 Sintang, the teacher said that learning material that provided in that school is not complete enough to help the teacher to teach students and also not enough explanation about the material. So based on that explain, the researcher develops learning material to help the teacher to teach the students well in the class.

Furthermore, to teaching writing well in the class the teacher also needs the technique that can help the teaching-learning process in the class. There are a lot of techniques, one of them is the Student Teams Achievement Division (STAD) technique. Support by Wandari et al (2015) who investigated STAD could improve the students' writing ability, the improvement could be seen from pre-test with the average score was only 44,3 (Moderate) and post-test-three increased to 70,6 (Good), then the Implementation Of Student Team Achievement Division (Stad) In Teaching Reading Of Recount Text For The Eighth Grade Of Smpn 1 Sukomoro conducted by Siska (2013), she found that The result shows that the implementation of STAD is effective to motivate the students in improving their reading ability, to make a good interaction with their friends and to make the teaching and learning more fun.

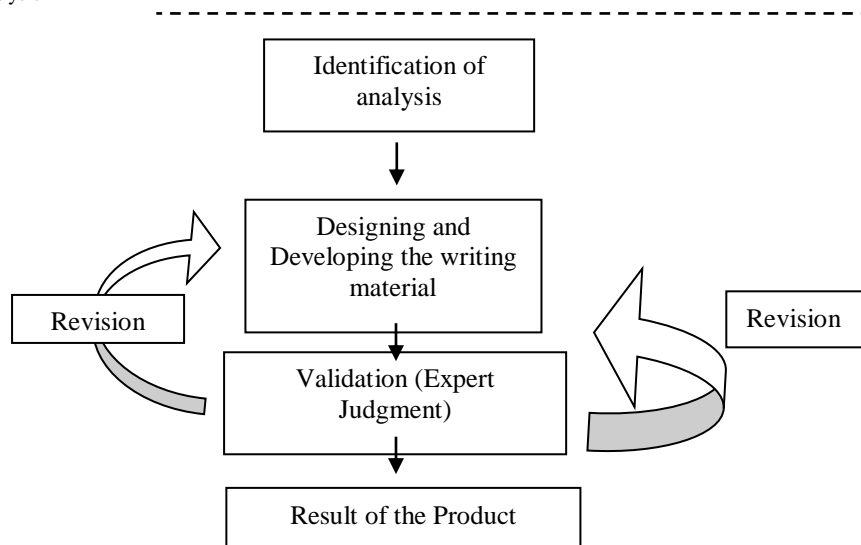
In this research, relevant previous study helps the researcher to support the research. Yohana Dian (2015) conducted the research "Developing English Learning Materials for Grade X Student of Beauty Study Program", the result shows that the content, the language, the presentation and the layout appropriate.

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The mean score of all aspect of the developed material was 3.12 which is categorized “ good”. After that by Choirul Rohmah (2015) conducted the research “ Developing English Learning Materials for Grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul” the result show that based on the findings from the Learning material evaluation, the content, the language the presentation and the layout the materials are appropriate. the main score of all aspect of develop materials is 3.10 which is categorized as “Good”. Supported by Wandarari et al (2015) who investigated STAD could improve the students’ writing ability, the improvement could be seen from pre-test with the average score was only 44,3 (Moderate) and post-test-three increased to 70,6 (Good), then the Implementation Of Student Team Achievement Division (Stad) In Teaching Reading Of Recount Text For The Eighth Grade Of Smpn 1 Sukomoro conducted by Siska (2013), she found that The result shows that the implementation of STAD is effective to motivate the students in improving their reading ability, to make a good interaction with their friends and to make the teaching and learning more fun. Based on the relevant previous study above, the researcher conducts this research. The researcher develops learning material for teaching recount text using STAD.

The conceptual framework of developing learning material for teaching writing Recount text.

Preliminary
Analysis



Developing the
product

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learned academic content.

According to Jolliffe (2007: 39) cooperative learning requires pupils to work together in small groups to support each other to improve their learning and those of others and supported Kagan (2009, P.82) stated that they are so many positive changes are made in cooperative learning. Moreover, Li and Lam (2005: 1) states cooperative learning is a student-centred, instructor-facilitated instructional strategy in which a small group of students is responsible for its learning and the learning of all group members. After that Richard R and Rebecca (2007:1) state that Cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. STAD is one of the simplest of all cooperative learning methods of grouping the students in a group consisted of 4 – 5 based on their background ability are mixed in performance level, gender and ethnicity Slavin (2009:5). In sign, the students

work before doing individual quizzes. The team may earn rewards based on how much they progressive the previous learning period.

Writing is the activity or skill where students put their minds on paper or creating a text. According to while Bell and Burney in Faisal (2013: 241) writing is transferred feeling or ideas on a paper that meant to inform or entertain the readers. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete, writing can be defined by a series of contrast.

According to Rohman cited in Hyland (2009:19) said that Good writing is that discover a combination of words which allow a person the integrity to dominate his subject with a pattern both fresh and original. So good writing is a good combination of words that the writer use good words, spelling, and also vocabulary.

Writing skill is complex and difficult to conduct. To make student improve their writing skill, the students have to learn the elements of writing to consider how the sentences have a good paragraph to make the reader interact and the reader can relate in our paragraph. According to Jacobs (1981: 58) five elements to be recognized in good writing are: content, organization, vocabulary, language use, and mechanic.

Recount text is a text that describes someone's experience in the past. According to Cavanagh (1998:13) recount is a text which retells events or experiences in the past. Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events, states that recount retells and evaluate events and experiences.

METHOD

In this research, the researcher applied Development Research as the approach. This research dealt with the learning material development, where directed the researcher in developing the learning material for teaching recount text. This research adopted the ADD procedure, which was intended to guide the researcher

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in conducting the research and product from the very first step to the development of the product.

In this research, the research subject is the teacher as the source of collecting data. The teacher as a reference gives the information to support the researcher conduct learning material for teaching writing recount text and also teacher gives a real condition about facilities, books and the sources of learning material used in the learning process.

1. Field Observation

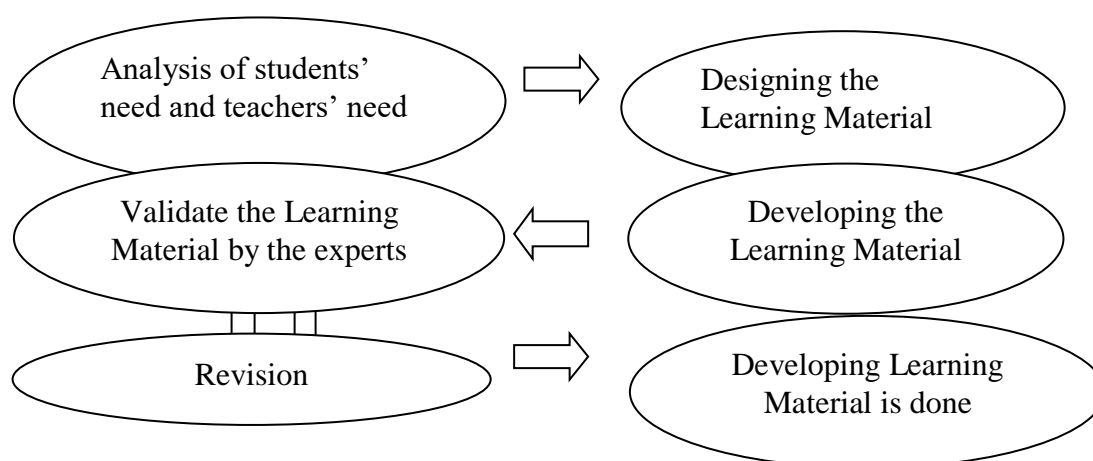
This technique is needed to check the availability of writing materials sell in bookstores. This is conducted to formulate the opportunity analysis of the research so that it will be found the real information and fact related to the writing materials.

2. Interview Guide

The interview guide contained things that will be discussed in the interview session, but there were be some prompting questions when doing the interviews.

3. Expert judgement questionnaire to collect the data

Below is the figure of the procedure of research which was conducted by the researcher in a specific form.



Students' Analysis

To collect the information about the students' need in learning English, especially writing recount text. By interview the teacher the researcher concluded the students' needs. There are points in Interview Guideline which are guide information about students' need. Based on the answers of the teacher learning English hard because English is not our first language. The students are not motivated in the learning process because of students' paradigm said that English is hard. The researcher concerns about this problem, so the researcher made a learning material for teaching especially recount text use STAD. The students are a little bit bored and not interesting because they are nor active in the class and also there are some students don't like how the way the teacher teaches in the class because of the monotonous teaching-learning.

Based on the answers above, the researcher combines STAD in learning material and hopes will cover these problems. Supported by Wandarari et al (2015) who investigated STAD could improve the students' writing ability, the improvement could be seen from pre-test with the average score was only 44,3 (Moderate) and post-test-three increased to 70,6 (Good), then the Implementation Of Student Team Achievement Division (Stad) In Teaching Reading Of Recount Text For The Eighth Grade Of Smpn 1 Sukomoro conducted by Siska (2013), she found that The result shows that the implementation of STAD is effective to motivate the students in improving their reading ability, to make a good interaction with their friends and to make the teaching and learning more fun. After that the students are a little bit bored and not interesting because they are not active in the class, so with the effectiveness of STAD will useful in the learning process.

Teachers' Analysis

The teacher usually asks the students to read, translate and do the exercise, and also used a teacher-centred in English learning process in the class. In these points, the teacher handles the learning process fully the teacher as the source of

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the material. How the teacher teaches the students is good but the students can improve their activity and creativity in the class then make the student feel bored. In this learning material, the teacher let the students become centred of learning process called student-centred. By putting STAD in learning material will help the teacher to make the situation in class more fun and motivate. Supported by Siska (2013) the Implementation Of Student Team Achievement Division (Stad) In Teaching Reading Of Recount Text For The Eighth Grade Of Smpn 1 Sukomoro, she found that The result shows that the implementation of STAD is effective to motivate the students in improving their reading ability, to make a good interaction with their friends and to make the teaching and learning more fun.

The teacher usually uses a teacher-centred method because help the teacher control the situation in the class and the conventional method in English Writing skill. The teachers use the same method in every single skill in English. So the teacher can improve their creativity and activity in the class. The teacher should be creative to make learning material, so the material itself can stimulate the students to the material in an academic subject. The students still hard to write, a little bit bored and not interesting because they are nor active in the class. Based on the answer above, the researcher put STAD as a technique in learning material.

Curriculum Analysis

Then, other parts being analyzed are, and the curriculum. Curriculum analysis should be viewed as a process by which meeting learners' needs leads to improvement of learners' learning. Therefore, the researcher should gather as much information as possible toward the learners' needs. Student analysis is related to the lacks, wants, and necessities of students Curriculum itself, need to analyze because the researcher needs to know what level of material will be developed.

On the 2013 curriculum, all skill in English required to be mastered by the students. As for the curriculum aspect, researchers concluded the curriculum needs that are in line with the needs of the students, starting from Core

Competencies (KI), Basic Competencies (KD), Competency Achieving Indicators (IPK), and Learning objectives

The Designing Learning Material

In designing Learning material (product), researchers will cover the needs, the weaknesses, and the objectives of this product. In designing the learning material, the researcher has concluded three steps. First, identifying the instructional goal (Dick and Carey, 2005), or the objective of the product. Second, implementing the subject matter and personal experience and third designing product by selecting the contents/ words and audio, and effective strategies in a logical sequence.

The first step is starting with identifying the instructional goal. Based on the analysis process, it was concluded that the main goal of this product is to help and support the teachers and students in the writing class. The reseacher finds out the sources to help the researcher conduct the learning material. In this research, the researcher made the learning material by Internet and books as the sources. The researcher hopes to combine the sources the learning material will cover the content and help the learning process in the class. After that, the researcher prepares the Lesson Plan by himself and combine with STAD technique to make the learning process more motivate and fun. Lesson Plan covers the learning activities in the class and also cover the exercise to assess the understanding of the students toward the Learning material especially in writing recount text.

Second, in developing the instructional design, the researcher as well as the designer implemented the subject matter and hir personal experience. Student Teams Achievement Division (STAD) considered an as easy application to conduct, both words/images could be applied on the same page. Somehow, the product could not provide the translation so the student may ask the teacher or find the meaning of the words by using a dictionary.

In the third is the suitable selective words/ images and audio as well as the strategy and put in the logical sequence from easy to difficult. The point is the

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researcher made as a warm product as possible. So, it will be easy used by teachers and students. The selection of the words/ images are very important. Most importantly, the researcher avoids the unproductive the learning material for teaching writing recount text. The productive one could lead to cognitive learning or the long term memory of the students toward the content material. As an example, the productive learning material design helps the teacher and students in the teaching-learning process the activities should be focused on what to be learnt, rather than trying too much entertaining.

The Developing Learning Material

All of the components of the STAD technique are prepared during this stage. This stage is the process of producing the learning material, all sources which are used to make the learning material. The product was created during this phase and validated which is mostly for correction, made and modification are carried out if necessary,

The detailed plan prepared during the phases of analysis and the design are Developing the lesson plan, developing the material, developing the assessment, developing teachers role, and students' role. These components have described the content in learning material.

Developing a lesson plan. In this stage, the researcher collects the material appropriate to the curriculum. The researcher focus on writing recount text. So for the first step, the researcher put the Core Competence (KI): "formulation of Core Competence (KI) in the cognitive domain of KI-3, after that The Basic Competencies (KD).

The next component in developing Lesson Plan is Learning Objectives , the determination of *Indikator Pencapaian Kompetensi* (IPK) also needs to be formulated. IPK is a marker of knowledge behaviour (domain KI-3) that can be measured and observed.

Developing Learning Material. In this stage, the researcher makes a learning material as good as possible. The material collected by many sources on

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the internet and books. The researcher developing the learning material easy to understand by the students. Some texts supported by the pictures which are to make the students interested in the learning material and the colour of the learning material make the students interested to read the text especially recount text. The content of the material are 1. The explanation of recount text (the definition of recount text, the purpose of recount text, generic structures, mechanic, vocabulary and grammar), 2. The example of Recount text, 3. The exercise related to the text.

Instruments for Material Expert Validation

No	Content Aspect	Yes	No	Note
1	Delivered content meets the curriculum/ syllabus of Senior High Schools			
2	Provide learning activities in the class			
3	Direct the students to the literacy skill (directing students to find deeper to understand the information writing)			
4	Provide the quizzes or exercises			
5	Provide the instruction for the teachers and students			
6	Provide students' interaction directly to the quiz			
7	Provide the material that useful for student			
8	Pictures suits to the writing recount text content of the activities			
9	Provide the material being developed direct the students to understand the generic structure, language features, social function.			
10	Provide systematic arrangement of activities			
11	Provide wider information access to students' Higher Order Thinking Skill (HOTS)			

Instruments for Media Expert Validation

No.	Media Aspects	Yes	No	Note
1.	Provide the clear text of the front page			
2.	Provide an attractive picture of the content			
3.	Provide appropriate size and colour of the text			
4.	Provide learning objectives.			
5.	Provide a systematic arrangement in the learning.			
6.	Provide pictures related to the text			
7.	Provide a spacious layout			

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8.	Provide arrangement quiz/exercise page			
9.	Easily used by teacher and students			
10.	Provide the examples and illustration to help students easier to understand the material.			

The quality of learning material had been validated by the expert. The quality of the learning material of recount text had been validated by the expert, there are many revisions that researcher got from the validator, such as the Lesson Plan should cover the learning material itself means that the researcher must put the material in lesson plan, so the material involved in the Lesson plan or the material is a part in Lesson plan in order to make the lesson plan clearly explain about the material without separated the material with the lesson plan. Then validator asked to delete the word “LEARNING MATERIAL” in cover, so the cover of the material should be “RECOUNT TEXT”. So based on the revisions from the validator the Learning material “Appropriate to use with some revisions”.

DISCUSSION

In this research, the researcher developing the learning material for teaching writing recount text using STAD. The product that students’ need is a good learning material that covers the easy understanding and attractive activities in the class. Where based on the analysis of students’ need and teachers’ need, the learning material is very important in the teaching-learning process. The students’ need in learning English, especially writing recount text is by an interview with the teacher. The researcher concluded the students’ needs. There are points in Interview Guideline which are guide information about students’ need. Based on the answers of the English teacher, the students are difficult to understand the English learning material because English is not our first language. The students are not motivated in the learning process because of students’ paradigm said that English is hard. The researcher concerns about this problem, so the researcher made a learning material for teaching especially recount text use STAD. Besides the researchers also found out the other books/ sources on the internet and also

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another bookstores to make refer to the material well. In this research, the researcher collects the material on the internet and combine it with the STAD technique. The content, picture and examples must be related to the topic so the learning material will help the students easy to understand.

The students are a little bit bored and not interesting because they are nor active in the class and also there are some students don't like how the way the teacher teaches in the class because of the monotonous teaching-learning. Based on the answers above, the researcher combines STAD in learning material cover these problems. The researcher made the learning material via the Internet and books as the sources. The researcher hopes by combine the sources the learning material will cover the content and help the learning process in the class. After that, the researcher prepares the Lesson Plan by himself. Lesson Plan will cover the learning activities in the class and also cover the exercise to assess the understanding of the students toward the Learning material especially in writing recount text. The researcher also put some pictures that related to the texts to stimulate the students in the learning process.

Based on the development of the material, the Lesson Plan is an important section. Where the activities in the class provided in the lesson plan. STAD contributed to encouraging the writing class, motivating the students, and engaging the students to the materials. The material also needs to improve to make it more suitable for the real situation in the school. To the most important thing, the teachers are hoped to be drawn and motivated to conduct a similar or close to similar learning material. As the one of effort to keep engage the students to the class and as also improvement of teachers quality. The teacher must be more creative to bring writing recount text material into students.

CONCLUSION

Learning material for teaching writing recount text was developed according to ADD procedures. The steps of development in this research explained step by step, this research purposes to contribute to the development of

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learning material for teaching writing recount text using STAD for senior high school.

The research started from, then designing the learning material the last is developing the learning material. First, the researcher analyzes the students' need and the teachers' need by an interview with the teacher. The second stage is designing the materials, the researcher designed an interest, meaningful, and Students Teams Achievement Division (STAD) technique in learning material. Continued to the developing stage, the researcher developing Lesson Plan, the material and the assessment to know how good the learning material is during the development phase, the components of STAD live in activity in the class that support the learning materials, which were planned during the design phase of the study, were developed. In this research, validators; content expert and multimedia expert, had agreed that the product is applicable and ready to be used.

Based on the result of research findings, shows that STAD based writing material is applicable as teaching material for teaching writing skill. The learning material is a very complex media, that give the students a complete guide for learning. The findings are in line to Rohman cited in Hyland (2009:19) said that Good writing is that discover a combination of words which allow a person the integrity to dominate his subject with a pattern both fresh and original. So, based on the statement above researcher hopes the students make good writing by learning this learning material. The tips will be more useful if supported by STAD in the product.

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