

Effect of Cooperative Learning Model Type Student Team Achievement Division (STAD) on Skill Understanding Poetry

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Abstract—Learning to understand poetry is part of learning Poetry Appreciation. Appreciation Learning Poetry especially the material to understand the poetry that has been done so far has not given a good effect on student learning outcomes. Learning is done tend to theory rather than to practice so that students tend not to skillfully interpret the poetry they read. One model of cooperative learning that can be used is a model of cooperative learning type Student Team Achievement Division (STAD). This learning model requires students to work together in heterogeneous teams, then the results of group discussions are tested individually. Scores obtained from group and individual work are calculated. Students who get the highest score are awarded. This type of research is quantitative research with preexperimental design method. The sample is determined by the average equality test with simple random sampling technique. Data were collected by giving multiple choice tests of comprehending poetry consisting of an understanding of the inner structure and physical structure of poetry. The result of the research shows that before the learning with STAD model the average of student learning result is thirty nine point sixty. After the learning is done with STAD model, the average value of student learning outcomes is seventy five point forty eight. In addition to the average values that have increased by thirty four point sixty five, the hypothesis test results also show that there is a significant effect of applying the Student Team Achievement Division (STAD) cooperative learning model to the skills of understanding poetry.

Keywords—Effect, cooperative learning, STAD, poetry

I. INTRODUCTION

Understanding poetry is part of the activities to appreciate poetry. The appreciation of poetry means the effort made to be able to know the poetry and sensitive to the aspects that exist in it so that consciously can enjoy poetry and judging carefully. The level of appreciation of the poetry of someone starting from the stage of loving, reading, understanding, interpreting, to be able to produce poetry works either poetry itself, poetry declamation, or poetry reviews. This is in accordance with Disick's opinion (in Waluyo, 2005) that the level of appreciation is divided into four levels, namely the level of enjoyment, the level of enjoyment, the level of reacting, and the level of productive. Activities to understand poetry as part of the level of poetry appreciation can be done by understanding the structure or elements that make up poetry.

Gani (2014:18) suggested that the internal structure of poem consists of themes, feeling, tone, and message. (1) The theme, theme or idea or idea is the subject matter of a poem. (2) The feeling is the appreciation, attitude, or emotion of the poet against the subject matter of the poem he wrote, such as the feeling of wonder, sadness, joy, anger, surprise, joy, disbelief, counsel, other. (3) The tone, the notion of the tone in the inner structure of poetry refers to the poet's attitude to the issues discussed in his work, such as patronizing, berating, seducing, whining, inviting, satirical, and so on. (4) The intention, the message or the purpose or intent is the message the poet wants to convey, for example expecting the reader to be angry, hateful, to enjoy something, and to rebel at something.

Physical structure consists of perwajahan, images, concrete words, figurative language, and verification. (1) Perwajahan (typography), is the appearance of a poem as one of the creative arts. The appearance of the poem can be observed in various forms, such as language structuring, the use of signs or symbols, setting the spacing of lines, setting letters, words, lines, or stanzas. (2) Imagery or shadow, is a word or composition of words that can express one's sensory experiences, such as the image of a vision, hearing, smell, and feeling. (3) A concrete word, are words used by a poet explicitly in expressing the problem. These concrete words are the words that the senses can sense to allow for the appearance of images. (4) figurative language, is a language full of allegories, such languages can turn on, remind effects, and cause certain connotations. (5) verification, is about the problem of rhyme, rhythm, rhythm, and metrum.

Activities to understand poetry in terms of inner structures and physical structures through learning Poetry Appreciation done so far has not shown maximum results. Learning activities tend to be conducted with lecturers dividing students into study groups to discuss theories relating to the material of poetry. Furthermore, students are asked to do the task of analysis of poetry. Learning process and evaluation system that so it has not give a significant effect on student learning outcomes. Therefore, need planning, implementation of learning, and appropriate evaluation for student learning outcomes more measured.

A learning model that places students in learning groups is a cooperative learning model. One type of cooperative learning model is Student Team Achievement Division (STAD). STAD type cooperative learning model as stated Slavin (2010) is a

cooperative learning model that can be implemented with five stages, namely material presentation stage, group activity stage, individual test stage, individual development score calculation stage, and group awarding stage. Associated with learning to understand poetry, it can be done following. (1) The material presentation stage, the lecturer conveys the indicator that must be achieved and motivates the students' curiosity to understand poetry. (2) The group work phase, the lecturer gives materials in the form of materials and questions / tasks about poetry, inner structure, and physical structure of poetry to be solved together in group discussion. (3) The individual test phase, students are given a test to find out the understanding of the material discussed in the group at stage 2, the score of individual acquisition recorded and archived that will be used in the calculation of group score gain. (4) The calculation phase of individual development scores is calculated based on the initial score of each student in the group. (5) The awarding stage, group or individual who earns the highest score will be awarded.

This STAD type cooperative learning model encourages students to be active in group discussions. Cooperation in groups in understanding learning materials affect the understanding of individuals because after the group discussion will be tested individually. Each student will continue to collect assessment points both when working in groups and individuals. The results will be calculated and the students who get the highest score will be given a lesson. This model of learning is assumed to be appropriate for learning process that requires students' skill and skill, especially lecture materials that demand practice in addition to theory.

Based on these matters, the issues discussed in this paper are as follows. (1) How does the skill of understanding the poetry before the students are taught by STAD type cooperative model? (2) How is the skill of understanding poetry after the student is taught by STAD type cooperative learning model? (3) How is the influence of STAD type cooperative learning model on poetry comprehension skills? Thus this paper aims to describe the effect of cooperative learning model of Student Team Achievement Division (STAD) type towards poetry comprehension skills.

II. METHOD

This research type is quantitative research with method of preexperimental design. The design of this research is one group pretest posttest design. In this study used only one sample class begins with the provision of pretest to the sample. Then the samples were treated by learning them by cooperative learning model Student Team Achievement Division (STAD) for materials to understand poetry. Furthermore, given the final test to understand the poetry of multiple choice test. Population in this research is student of class of 2016. Sampling technique using simple random sampling technique by doing equality test average. The instrument used is a test. Data collected by giving test before and after student is taught by cooperative learning model type Student Team Achievement Division (STAD). Analyzing and discussing the data is done descriptively-analytical in accordance with the concept of experimental research.

III. DISCUSSION

This section will describe the three principal studies related to the formulation of the research. (1) The skill of understanding poetry before a student is taught by cooperative learning model of Student Team Achievement Division (STAD) type. (2) The skill of understanding poetry after students is taught by cooperative learning model of Student Team Achievement Division (STAD) type. (3) The effect of cooperative learning model type Student Team Achievement Division (STAD) toward poetry understanding skill.

A. The Skills of Understanding Poetry Before Students Learned by Cooperative Learning Model Type Student Team Achievement Division (STAD)

Learning to understand poetry before using STAD type cooperative learning model implemented conventionally as it has been applied, that is by dividing the students into several groups and appearing in rotation every week to present and discuss the lecture material. However, this focuses students more on theory rather than on the practice of appreciating poetry. This causes students to understand the aspects of understanding less than the maximum poetry. Aspects required include understanding of the inner and physical elements of poetry.

Learning result data to understand student group poetry before study with model of cooperative learning type STAD (Student Team Achievement Division) after transformed to scale 1-100 is the following. Total value = 1192; highest score = 48; lowest value = 28; average = 39.6; standard deviation = 4.82; mode = 41.3; and median = 42.125. Frequency distribution of learning result data to understand student group poetry before learning with STAD type cooperative learning model (Student Team Achievement Division) is described in Table 1 below.

Table 1. The Distribution of Learning Data Frequency Understanding Student Group Poems Before Learning with Cooperative Learning Model Type STAD (Student Team Achievement Division)

Interval Class	Median (\hat{X})	Frequency	X_i^2	$F_i X_i$	$F_i X_i^2$
28—30	29	2	841	58	1682
31—33	32	1	1024	32	1024
34—36	35	5	1225	175	6125
37—39	38	5	1444	190	7220
40—42	41	8	1681	328	13448
43—45	44	6	1936	264	11616
46—48	47	3	2209	141	6627
Jumlah				1188	47742

Based on table 1 above, the diagram can be described the results of a study to understand the poetry group of students before learning model cooperative learning type STAD (Student Team Achievement Division).

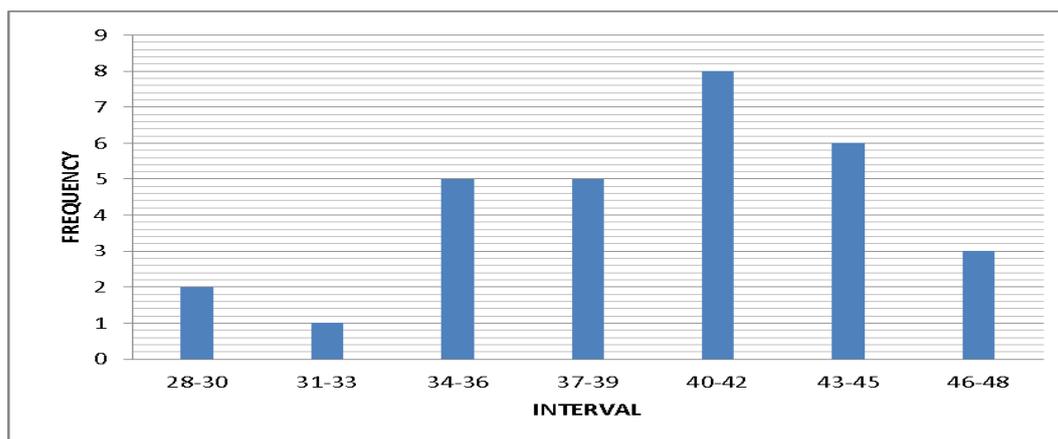


Fig. 1. Diagram of The Results to Understand Poetry Student Groups Before Learning with Cooperative Learning Model Type STAD (Student Team Achievement Division)

Based on fig 1 above, it is found that the highest frequency lies in the interval class 40-42 with the number 8 and the lowest frequency lies in the interval class 31-33 with the number 1. It can be concluded that students' poetry skills are still low. In this case, it is necessary to improve student learning outcomes by using STAD type cooperative learning model. The use of STAD type cooperative learning model is assumed to be able to improve student learning outcomes in understanding poetry. This is in line with Hamdayama (2014: 117) suggesting that the main idea behind the STAD model is to motivate students to encourage each other to master the skills presented by the teacher. If students want their group to be rewarded, they should help a group of friends learn the material provided. They should encourage their friends to do their best and declare a norm that learning is important, valuable, and fun.

B. The Skills of Understanding After Student Poetry Learned by Cooperative Learning Model Type Student Team Achievement Division (STAD)

After applying the STAD model, students are given a test to understand poetry by providing multiple choice questions that have been validated previously based on the validity test results in the test class understanding of poetry. Preparation of multiple choice test according to the grid made on the basis of physical element (tipografi, imaji, concrete word, figurative language, and verification) and inner poetry (theme, taste, tone, and mandate) which is an indicator of the assessment of poetry understanding. Application of this model not only makes the students understand the theory but also how the practice through the exercises done in the group.

Description of learning result data to understand student group poems after learning with STAD type cooperative learning model (Student Team Achievement Division) is the following. Total value = 2262; highest score = 88; lowest value = 58; average = 75.48; standard deviation = 9,10; mode = 83; and median = 81.875. Frequency distribution of the learning result data to

understand student group poems after learning with STAD type cooperative learning model (Student Team Achievement Division) is described in Table 2 below.

Table 2. The Distribution of Learning Data Frequency Understanding Student Group Poems After Learning with Cooperative Learning Model Type STAD (Student Team Achievement Division)

Interval Class	Median (\tilde{X})	Frequency	X_i^2	$F_i X_i$	$F_i X_i^2$
58—62	60	3	3600	180	10800
63—67	65	5	4225	325	21125
68—72	70	5	4900	350	24500
73—77	75	0	5625	0	0
78—82	80	8	6400	640	51200
83—88	85,5	9	7310,25	769,5	65792,25
Jumlah				2264,5	173417,25

Based on Table 2 above, we can illustrate the learning result diagram to understand students' group poems after learning with the following STAD (Student Team Achievement Division) cooperative learning model.

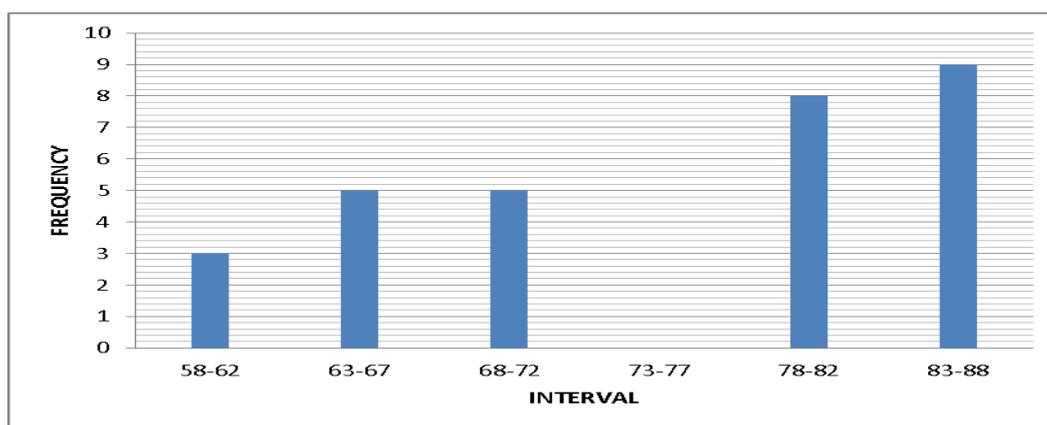


Fig. 2. Diagram of The Results to Understand Poetry Student Group after Studying with Cooperative Learning Model Type STAD (Student Team Achievement Division)

Based on fig 2 above, it is found that the highest frequency lies in the interval class of 83-88 with the number 9 and the lowest frequency lies in the interval class of 73-77 with the number 0.

C. The Effect of Cooperative Learning Model Type Student Team Achievement Division (STAD) towards The Skill of Understanding Poetry

Before testing the hypothesis then tested the requirements of analysis in the form of normality test and homogeneity test data. The test requirement of the analysis performed shows that the data has normal distribution and has homogeneous variance. Next, do hypothesis testing using the paired t tes data is not. The result of hypothesis test shows that $t_{\text{calculation}} = 38,76$ while $t_{\text{table}} = 1,70$ meaning that $t_{\text{calculation}} > t_{\text{table}}$. Thus it can be said that there is a significant effect of applying the cooperative learning model Student Team Achievement Division (STAD) to the skills of understanding poetry.

The average value of the results of a study to understand students' poems before learning with cooperative learning model Student Team Achievement Division (STAD) is 39.60. The value is low, which proves that the student has not been able to determine the physical structure and the inner poetic structure of the multiple choice questions given. When the lesson learned to understand poetry by using cooperative learning model of Student Team Achievement Division (STAD), students are required to apply the theory to understand poetry by doing a direct analysis of the given poem.

The cooperative learning model of Student Team Achievement Division (STAD) as Slavin (2010) is a learning model that is implemented with five stages: material presentation stage, group work phase, individual test phase, individual score calculation stage and award stage. The application of each step in learning to understand poetry is the following. (1) The material presentation stage, the lecturer conveys the indicator that must be achieved and motivates the students' curiosity to understand poetry. (2) The group work phase, the lecturer gives materials in the form of materials and questions / tasks about poetry, inner structure, and

physical structure of poetry to be solved together in group discussion. (3) The individual test phase, students are given a test to find out the understanding of the material discussed in the group at stage 2, the score of individual acquisition recorded and archived that will be used in the calculation of group score gain. (4) The calculation phase of individual development scores is calculated based on the initial score of each student in the group. (5) The awarding stage, group or individual who earns the highest score will be awarded.

Learning is done with the model is to emphasize students to apply the theory into the form of analysis of physical structure and inner structure of poetry. After the lecturer explains the achievements of learning and introductory materials to understand poetry, students are given a poem entitled "Tentang Seorang Penjaga Kubur yang Mati" by Sapardi Djoko Damono. The poetry is discussed in heterogeneous groups by analyzing the physical structure and inner structure. Next, do class discussion so that each group get a response from other groups. To test the results of group discussions conducted individual tests with lecturers giving a poem and students analyzing the physical structure and inner structures of poetry. During group discussions, class discussions, and individual tests, lecturers continue to provide assessments. The assessments obtained by the students are calculated and the students who get the highest score are awarded. The learning process with such an open scoring system has a positive effect on students' learning outcomes, especially the material in understanding poetry.

The improvement in student learning outcomes was seen after the final test was given a multiple choice test of understanding poetry. The average student score is 75.48. The difference between the pretest value (the initial test) and the posttest (final test) is 35.88. This proves that the model of cooperative learning type Student Team Achievement Division (STAD) effectively used in the learning process to understand poetry. The result of hypothesis testing also shows that the cooperative learning model of Student Team Achievement Division (STAD) has a significant influence on poetry comprehension skills.

IV. CONCLUSION AND RECOMMENDATION

Based on the formulation of research problems and discussion that has been done then concluded the following three conclusions. First, the average score of the skills of understanding poetry student before being learned by cooperative learning model of Student Team Achievement Division (STAD) is 39.60. This shows that the result of learning to understand student poems is still very low, and needed a solution that can improve student learning outcomes by applying STAD type cooperative learning model. Secondly, the average score of the skills of understanding poetry student before being taught by cooperative learning model of Student Team Achievement Division (STAD) is 75.48. This shows that STAD type cooperative learning model is the right learning model to assist students in improving the result of learning to understand poetry. Third, the model of cooperative learning type Student Team Achievement Division (STAD) give significant effects against the skills of understanding poetry with $t_{\text{calculation}} = 38.76$ while $t_{\text{table}} = 1.70$. $t_{\text{calculation}} > t_{\text{table}}$. These results indicate that STAD type cooperative learning model can give effect to student learning result which is proved by increasing student learning outcomes with difference 35,88.

Based on the conclusions of the research, suggestions can be given to the following parties. First, to the lecturer of Poetry Appreciation can use cooperative learning model type STAD (Student Team Achievement Division). In the learning process, this learning model proved to be effective in improving the result of learning to understand poetry. Secondly, to the students to constantly improve their reading skills in order to get easy understanding of learning materials especially to understand poetry. Third, to the author can use STAD type cooperative learning model (Student Team Achievement Division) for other poetry appreciation material and for other relevant subjects. In addition, the author suggested can use other cooperative learning models in the learning process in order to make the learning process more varied. Fourth, to the reader to use cooperative learning model type STAD (Student Team Achievement Division) in the learning process because of this learning model is effective at improve learning outcomes.

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