

Students Team Achievement Division Model in Reading Poetry to Elementary School

Norma Monigir, Mersty Rindengan

Primary Teacher Education, Faculty of Education
University of Manado
Manado, Indonesia
olvie_monigir@yahoo.com

Abstract—The purpose of this study is to improve the learning outcome of the 4th grade students in Indonesia language by implementing the Students Team Achievement Division Model in teaching Reading Poetry. At the beginning observation at the class in teaching poetry, most of the students didn't follow the instruction seriously. They were reading the poetry by playing to other friends. The teacher has already read the poetry again and again but they could not pay any attention of that. By the time the teacher needs the students one by one to read the poetry in class, most of the students didn't move from their chair. It seems that they are less of confidence to read poetry in front of their friend because of less of training. The effect is the teacher cannot reach the objectives of instruction. This study uses classroom action research with the four steps: planning, action, observation, and reflection. Each step has its own activity during the instruction. It has done in two cycles with the activities to support the Indonesia language instruction. The collection of the data is by doing the checklist in observation form for teaching and learning and by test. The result of this study shows that the implementation of Students Team Achievement Division model in teaching reading poetry can improve the learning outcome of students in Indonesia language to the 4th grade students. The result at the first cycles is 67%, and the second cycle is 85.5%. Based on the result achieved of this study it can be concluded that the implementation of Students Team Achievement Division can improve the learning outcomes of the 4th grade students through reading poetry instruction at elementary school (SD) GMIM II Tinoor. The recommendation to the teacher is that the teacher should use Students Team Achievement Division model in teaching reading poetry to improve Indonesia language to the 4th grade students.

Keywords—students team achievement division model; poetry reading

I. INTRODUCTION

Indonesian language learning in elementary schools focuses on four language skills, namely: listening, speaking, reading and writing. The four language skills must be taught to foster the understanding and skills in using the good and correct Indonesian language and to devotion of Indonesian literature. To foster the understanding, skills and devotion Indonesian literary, elementary students must be introduced and taught about literary forms, such as: prose, poetry,

drama, short stories, and other stories based on the legend in Indonesia. Suharianto says that poetry is a literary work that is the most difficult to understand and enjoy [1]. Even it is difficult but many elementary students want to read it because it is interest. As the statement of Coleridge that poetry is beautiful words in the most beautiful arrangement. The poet chooses words that are well-arranged, balanced and symmetrical between one element and another that is closely related [2]. This is one of the forms of literary must be practiced sustainability with an appropriate learning model so that students' favorite of Indonesian literature can be improved as well as to improve the students' Indonesian language learning outcome. Sopandi says that literary appreciation is to sincerely associate literary works so that the understanding, appreciation, sensitivity of critical thoughts, and good sensitivity to literary creativity grow [3].

The result of observation of Indonesian language learning about reading poetry at the 4th grade students of GMIM 2 Elementary School Tinoor has found several problems, such as: less ability of language skills, less of confidence, less of self-encouragement, shy to reading poetry in front of class, slow to response others, and hard to pretending. As a result, the learning objectives that have been set are not achieved. This is proven by the results of the achievement of 21 students, 7 students reached 75% minimal completeness criteria (MCC) which were determined by the school while 14 other students were under of it. All the problems encountered can be solved by applying the suitable learning model. The right model of learning can be changed the atmosphere of this learning so that each learning goal that is set can be achieved optimally.

Students Team Achievement Division (STAD) learning model is assumed as one an appropriate model in teaching poetry reading to students, as Slavin writes: the achievement division features maintains the equality of opportunity for contribution to the team score [4]. There are some reasons underlying it, such as: meeting the individual and social dimensions, helping students to find their personal abilities, guiding students to work with other students, and improving students' learning activities and working in groups.

The research problem is formulated as follows: How the implementation of STAD model in teaching reading poetry to improve the learning outcome of Indonesian Language of

the 4th grade students of GMIM 2 Elementary School Tinoor? The purpose of this research is to improve the learning outcome of Indonesian Language in teaching reading poetry through the implementation of STAD model in to 4th grade students of GMIM 2 Elementary School Tinoor.

II. METHOD OF RESEARCH

The research was conducted in the form of classroom action research (PTK), which refers to the design of research suggested by Arikunto Suharsimi with the following stages: (1) Planning; (2) Action; (3) Observation; (4) Reflection [5]. These four stages of classroom action research are carried out in every cycle of administration action. The researchers devised a plan of action to be implemented of teaching reading poetry in two cycles of instruction. The reflection will be done after completion of the action to determine the basis action for correcting of the implementation of the next cycle until achieving the research objectives. The design of research is as the picture bellow:

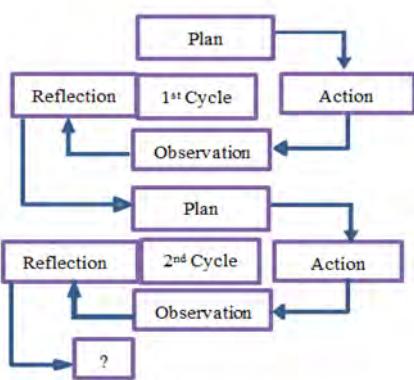


Fig. 1. Design of research.

The data is collected through the activity of poetry reading with three descriptors, namely: pronunciation, intonation, expression. Each descriptor is rated one to three (1, 2, 3). Analysis of the data used in this research is descriptive analysis by calculating the percentage of mastery learning based on performance indicators. While the observation data is analyzed by using qualitative models of flow, that is exposure data or test data and conclusion. The formula is as follows:

$$KB = \frac{T}{T_t} \times 100\% [6]$$

Note: KB = Learning Completeness; T = score that the students get; Tt = total score

This research is successful if the student has reached an understanding percentage above 75% based on minimal completeness criterion (KKM) determined by the school.

III. RESULT AND DISCUSSION

A. Planning

The activities at this stage are: (1) The design of instruction, includes: basic competencies and subject matter, learning activities, teaching aids, the process of instruction and evaluation, a collection of poetry; (2) Arrange the descriptor of poetry reading, (3) Arrange the instrument for data collection, such as guidelines for observation and field notes format. This instruction has implemented collaboratively between the researcher and the teacher of 4th grade of this school to make sure that this action implemented properly.

B. Action

The activities at this stage is a process of instruction of reading poetry by elaborating the six steps of STAD model by Mohnsen, those are: Division of Groups; Presentation from Teacher; Team Learning Activities (Group Work); Quiz (Evaluation); and Group Achievement Awards [7].

Step one: Submission of Purpose and Motivation. The teacher begins the activity in this step by conveying the objectives to be achieved after learning is complete, namely: reading poetry with pronunciation, intonation, and correct expression in accordance with the contents of the poem. Then the teacher continues to provide motivation for students to be able to follow the learning with a pleasant atmosphere with friends who have the same interests as the poetry title that has been prepared. The teacher has prepared the poetry for students with different theme, they are: Hero; Mother; Flowers; Sea; Animal.

Step two: Division of Groups. Form a group of 4-5 people who are heterogeneous based on their interest about the poetry that the teacher had explained. Classes are divided into 5 groups and students sit directly in the defined group. Each group has their own theme of poetry: the theme of group one "Hero", group two is "Mother", group three is "Flowers", group four is "Sea", and group five is "Animal". It seems that all members in each group are eager and happy when the teacher explains about the theme of the poetry they will discuss and read. Then the group chooses the chairman and secretary in their respective groups.

Step three: Presentation from Teacher. The teacher starts the activity giving one sheet of paper with the poem entitled "My Willing" for the first cycle and "For You My Teacher" in the second cycle in each group and asking one member of each group to read the poem from group one to group five. After that, the teacher read the poem twice. Then, the teacher reads the poem every line followed by the students simultaneously. This activity is repeated until a student standing in his own group and read loudly for the class. In this step the teacher has to be a model in poetry reading with the best pronunciation, intonation, and expression according to the content of the poetry.

Step four: Team Learning Activities (Group Work). The teacher starts the activity by giving poetry according to the choices of the students. The poetry they have on the first cycle for each group are: group one is My Hero; group two is

An Angelic Figure; group three is Red Rose; group four is My Country is Marine; and group five is Beautiful Butterfly. The poetry they have in the second cycle for each group are: group one is Sacrifice; group two is Will Not Be Replaced; group three is Flower as a Piece of Story; group four is Love the Sea; and group five is Elephants in the Safari Park. Each student gets a piece of paper containing the same poetry as all members of the group and they are asked to start reading poetry according to their respective abilities. After that the teacher informs the group to discuss the contents of the poem in order to elaborate their understanding what the message is conveyed by the writers to the readers. In addition, their understanding of the contents of poetry can help them to express properly when reading it. The activity continued by asking students to practice reading poetry alternately and the teacher going around the classroom while watching their activities. The teacher provides corrections when something is not right, gives direction, and provides examples of proper reading. The teacher also asks students to provide support and praise when their friends read poetry in their group.

Step five: Quiz (Evaluation). The teacher starts the activity by distributing a piece of paper containing the assessment sheet to each group member. Then the teacher explains that each student has to assess all members on the group who read poetry according to the assessment descriptor. This assessment is carried out objectively and individually. No cooperation. The assessment sheet is shown at the picture below has modify by the assessment model from Kosasih [8]:

Nu	Name of Students	Descriptor			Total score
		Pronoun ciation	Intonation	Expression	
		1 - 3	1 - 3	1 - 3	
1.	Member 1				
2.	Member 2				
3.	Member 3				
4.	Member 4				
5.	Member 5				
	Total Score				

Fig. 2. Assessment sheet.

The teacher then explains the way to assess as shown in the following picture:

Descriptor	Score	Information
Pronunciation	3	If students read poetry using the correct pronunciation
	2	If students read poetry using the improper pronunciation
	1	If students read poetry using the incorrect pronunciation
Intonation	3	If students read poetry using the excellent intonation
	2	If students read poetry using the right intonation
	1	If students read poetry using the bad intonation
Expression	3	If students read poetry using the full expression
	2	If students read poetry using the less expression
	1	If students read poetry using the without expression

Fig. 3. Way to assess.

Next the teacher asks to the member of the group to make a mutual agreement about the order of members in reading poetry. After that they, one by one, read poetry while the other friends grade them according to the assessment sheet

they had held. The teacher also requests that each member can write down the reasons for determining the score so that it does not cause a giving score subjectively for their friends. When group members take turns reading poetry, the teacher's assignment is no more than an observer in class.

Step six: Group Achievement Awards. The activity in this step begins with an explanation from the teacher to students that they have to calculate the score they have given to their friends in group. The teacher then divides a piece of paper containing the method of calculating both of score they have obtained and given by each member in the group. The calculation form as in the following picture:

Member	1	2	3	4	5	Total Score
1	-	7	8	8	8	31
2	8	-	9	7	8	32
3	9	8	-	8	8	33
4	8	8	8	-	7	31
5	9	7	8	8	-	32
Score	34	30	33	31	31	159
	1	2	3	4	5	Sign,

Fig. 4. Calculation.

Before the final score is written on this sheet, each member can provide a reason for determine the score to other member. After that, each member reports the total score of the three descriptors that are assessed to the group secretary to be recorded on the last score calculation sheet and summed up. The sum result is then approved by the group and signed by each group member. The teacher then asks the head of each group to convey the total score obtained while the teacher writes them in the writing board. The group with the highest score is the champion group. Finally, the champion group appeared in front of the class and read the poem together and received the prize the teacher had prepared.

C. Observation

Wibawa states that the purpose of observation is to record various data [9] and obstacles faced by students, teachers, and researchers concerned with the STAD model in teaching Indonesian language in the form of reading poetry with either associated with lesson plan program, the process of instruction, and evaluation. Observations were made continuously from cycle one to cycle two by using the data collection instruments that have been made previously. These recordings are basis for the preparation of the action on the next cycle.

D. Reflection

Reflection according to Latief is the activity of analyzing the results of observations to determine the extent to which the development of the strategy developed has succeeded in overcoming the problem and what are the inhibiting factors if it has not been successful [10]. This stage means to assess of all the process of activities that have been implemented and the data that have obtained. This activity is performed at the end of the action of each the lesson end, to discuss the success or lack of action that has implemented so that it is

possible for the improvement efforts or determination of the successful implementation of the action. In other words that the activity in this stage is teacher, researcher, and observer discussed the result of observation to determine the next planning of instruction. The challenges faced in the first cycle are the lack of ability to objectively assess friends, lack of ability to read poetry with the excellent pronunciation, and lack of appreciation for the content of poetry, which has an impact on the lack of self-expression in poetry reading. But these challenges are overcome by giving motivation from teachers and friends, doing free discussion in groups, and repeated exercises. The results appear to be greatly improved in the second cycle.

The result in the first cycle shows that students who achieve above the minimal completeness criteria (75%) or successful is 7 students, while 14 students have not. So, the whole percentages found:

$$KB = \frac{126}{189} \times 100\% = 66.67\%$$

The detail of the result of each student at the first cycle can be seen at the below table:

TABLE I. THE RESULT OF 1ST CYCLE

Nu	Name of Students	Assessment Criterion			Total score	%
		Pronunciation	Intonation	Expression		
		1 - 3	1 - 3	1 - 3		
1.	Student A	3	2	1	6	66.7
2.	Student B	3	1	1	5	55.6
3.	Student C	2	1	1	4	44.4
4.	Student D	3	2	3	8	88.9
5.	Student E	3	2	1	6	66.7
6.	Student F	3	2	2	7	77.8
7.	Student G	3	2	1	6	66.7
8.	Student H	2	1	1	4	44.4
9.	Student I	3	3	2	8	88.9
10.	Student J	3	1	1	5	55.6
11.	Student K	3	2	3	8	88.9
12.	Student L	3	1	1	5	55.6
13.	Student N	2	1	1	4	44.4
14.	Student O	3	2	2	7	77.8
15.	Student P	3	2	3	8	88.9
16.	Student Q	3	1	2	6	66.7
17.	Student R	3	1	1	5	55.6
18.	Student S	3	2	3	8	88.9
19.	Student T	3	2	1	6	66.7
20.	Student U	3	1	2	6	66.7
21.	Student V	2	1	1	4	44.4
Total Score		59	32	34	126	66.67

The result in the second cycle shows that students who achieve above the minimal completeness criteria (75%) is 18 students, while 3 have not. So, the whole percentages found:

$$KB = \frac{162}{189} \times 100\% = 85.71\%$$

The detail of the result of each student at the second cycle can be seen at the below table:

TABLE II. THE RESULT OF 2ND CYCLE

Nu	Name of Students	Assessment Criterion			Total score	%
		Pronunciation	Intonation	Expression		
		1 - 3	1 - 3	1 - 3		
1.	Student A	3	3	2	8	88.9
2.	Student B	3	3	2	8	88.9
3.	Student C	3	2	1	6	66.7
4.	Student D	3	3	3	9	100
5.	Student E	3	3	2	8	88.9
6.	Student F	3	3	2	8	88.9
7.	Student G	3	3	2	8	88.9
8.	Student H	3	2	2	7	77.8
9.	Student I	3	3	2	8	88.9
10.	Student J	3	3	2	8	88.9
11.	Student K	3	3	3	9	100
12.	Student L	3	2	2	7	77.8
13.	Student N	3	2	1	6	66.7
14.	Student O	3	3	2	8	88.9
15.	Student P	3	3	3	9	100
16.	Student Q	3	3	2	8	88.9
17.	Student R	3	3	2	8	88.9
18.	Student S	3	3	2	8	88.9
19.	Student T	3	3	2	8	88.9
20.	Student U	3	2	2	7	77.8
21.	Student V	3	2	1	6	66.7
Total Score		63	57	42	162	85.71

The result that the students have improved 19.04% from the first cycle to the second one.

IV. CONCLUSIONS

Based on the result of this research it concludes:

- The implementation of Students Team Achievement Division model can improve Indonesian language learning outcome as well as the ability of reading poetry of the 4th grade students at elementary school GMIM 2 Tinoor.
- The implementation of Students Team Achievement Division model in Indonesia language instruction gives high motivation to the students in group learning actively and enjoyable.

ACKNOWLEDGEMENTS

The Students Team Achievement Division model is one of an appropriate learning models that can be used in teaching Indonesia language because it can improve students' both of learning outcome as well as the ability of reading poetry of the students. Students' ability in reading poetry has increased because of the STAD model with its interesting poetry that can provide very high motivation and create an active and enjoyable group learning atmosphere.

REFERENCES

- [1] Suharianto, Teori dan Apresiasi Puisi, (Surakarta: Widya Duta), pp.103, 1981,
- [2] Rachmat Djoko Pradopo, Pengkajian Puisi. (Yogyakarta: Gajah Mada Universitas Press), pp.7, 2003
- [3] Sopandi, Memahami Puisi. (Bogor), pp.18, 2010
- [4] Slavin , Robert E. Cooperative learning. Review of Educational Research, pp.320, 1980, 50.2: 315-342

- [5] S. Arikunto, Suhardjono, and Supardi, Penelitian Tindakan Kelas, PT Bumi Aksara, 2014.
- [6] Trianto, Mendesain Model Pembelajaran Inovatif-Progresif: konsep, Landasan, dan Implementasinya pada kurikulum Tingkat Satuan pendidikan (KTSP), (Jakarta: Kencana Prenada Media Group), 2010.
- [7] B.S. Mohnsen, Teaching Middle School Physical Education, Bonnie's Fitware Inc., pp.153, 2008.
- [8] Kosasih, E. Dasar-dasar Keterampilan Bersastra, (Bandung: CV. Yrama Widya), pp.120, 2012
- [9] Wibawa, Basuki. Penelitian Tindakan Kelas, (Jakarta: Dirjen Dikdasmen), pp. 6, 2003
- Latief, HM Adnan. Penelitian Tindakan Kelas Pembelajaran bahasa Inggris. Jurnal Ilmu Pendidikan Universitas Negeri Malang, pp. 7, 2016, 10.2